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TEACHER'S MANUAL FOR INTRODUCTION, THE REASON ADVERB, COMPLEMENT VERBS, REVIEW OF EMBEDDING AND CONJUNCTIVE TRANSFORMATIONS, THAT-NOON CLAUSES, THE IMPERATIVE. LANGUAGE CURRICULUM IV.

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FACETS OF GRAMMAR INTRODUCED BEFORE THE 10TH GRADE WERE FURTHER EXPLAINED AND AMPLIFIED IN THIS GUIDE FOR TEACHERS OF 10TH-GRADE ENGLISH. IN ADDITION, PHRASE STRUCTURE RULES WERE INTRODUCED, AND A REVIEW SECTION WAS INCLUDED. WHILE ADMITTING TO THE COMPLEXITY OF SOME SECTIONS, ESPECIALLY THOSE WHICH DEALT WITH COMPLEMENTS, THE GUIDE SUGGESTED METHODS FOR HELPING STUDENTS WHO HAVE DIFFICULTY. THE STUDENT GUIDE IS ED 010 832. RELATED REPORTS ARE ED 010 129 THROUGH ED 010 160 AND ED 010 803 THROUGH ED 010 832. (AL)

OREGON CURRICULUM STUDY CENTER

TEACHER'S MANUAL
FOR
INTRODUCTION
THE REASON ADVERB
COMPLEMENT VERBS
REVIEW OF EMBEDDING AND
CONJUNCTIVE TRANSFORMATIONS
THAT-NOUN CLAUSES
THE IMPERATIVE

Language Curriculum IV.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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INTRODUCTION TO LANGUAGE IV

Running through every year of our language curriculum is the theme--sometimes stated, sometimes implied--that language is a very important aspect of human life. Therefore it deserves to be studied and to be studied accurately. A correlary of this theme is that the data for our study is our actual use of the language and our intuition about it. What a study of language attempts to do, then, is to make explicit or describe something that we have an implicit knowledge of. And it attempts to do it in a way that will offer some explanation of language and give the student an understanding of what it is and how it works.

The work of this year is intended to make explicit additional parts of the language. It expands the phrase structure rules and also adds to the transformations of earlier years. Thus, it accounts for a good many constructions of the language not touched upon before. The student should now have a fairly competent understanding of the basic notions of transformational grammar and the nature of the rules with which it describes the language. If he has covered the material of the previous three years he should be familiar with the basic elements of the English sentence as well as with the passive, the various kinds of questions, embedded adjective clauses, appositives, indirect objects and transitive verbs which occur with prepositions, particles or directional adverbs, and negative sentences.

Building on this knowledge, the units for Language IV are fairly complex. If they are needlessly so, we regret it. The fact is, however, that language itself is extremely complex and sometimes a description of it, if it is to be meaningful and accurate, must also be complex. There are many students who should have no trouble with this complexity. They are handling much more difficult and abstract concepts in their math and science classes. There will be others who may find it too much. We would like to urge you to try to fit the units to the abilities of your classes and to simplify at points where it seems necessary, without misrepresenting the concepts.

At this time we want to suggest some ways in which this might be done, and to mention briefly what is covered in the year's work.

The units deal with four kinds of structures: reason adverbs; transitive verbs which take complements derived from other sentences; one kind of noun clause and some subclasses of nouns, adjectives, and verbs which occur with it; and finally the imperative. There is a fifth unit, coming in the middle, which should serve as a review of embedding transformations.

The unit on the reason adverb should offer no problems. It simply adds one more kind of adverbial construction to those the student is already familiar with.

The unit on complements is very complex. It does offer, however, an opportunity to generalize about the language, and this is one of the aims of language instruction. The unit shows how it is possible to relate the various elements which occur with certain transitive verbs, and how their occurrence is tied to the presence of these verbs. What the unit says is that certain transitive verbs occur with complements. Though they appear in the sentence after the direct object (I heard the dog whining.) they are related to the verb. The student can relate this to what he learned about indirect objects, directional adverbs, and particles, all of which can be found after the direct object, though they are most closely related to the verb. These complements can be most easily explained as being embedded elements which come from other sentences. In fact, there seems no easier way to explain them. It turns out that there are various subclasses of these complement verbs, each distinguished by the kind of complement they can occur with. Some can occur with nouns, some with nouns or adjectives, some with forms of the verb, etc. Several kinds are discussed in the unit. Hence the complexity.

If you have a class which won't benefit by this kind of close analysis, may we suggest that you might limit yourself to making the following points about complements: 1) A complement verb is one kind of transitive verb; the complement completes the structure of the verb. 2) Complements are like indirect objects, particles, and directional adverbs in that they are first introduced as part of the verb and are then moved beyond the object. (I heard whining the dog. $\implies$ I heard the dog whining.) 3) There are many kinds of complements and the kind seems to depend on the choice of verb.

This may be as far as you will be able to go. That is, you may find that it isn't profitable to try to subclassify the kind of Comp verbs. But it does seem appropriate to let students know at least that there are such things as complements. They certainly use them frequently in their own speech and writing. And may we urge you not to give up before you have tried. Even if you don't go through the formal rules, the various kinds of complement constructions offer interesting material for discussing the complexities of the language. Students should find it interesting to realize that we say

	I saw her running.
and	I saw her run.

but that we can say only

	I found her practicing.
but not	I found her practice.

Even students who can't work with the abstract rules should be able to come up with all sorts of possibilities.

The review unit should be self explanatory. It does make the point--which we hope you will emphasize--that adjective embeddings, possessive embeddings, etc., are just examples of the general embedding transformation which enables us to embed any sentence in another if they share NP's. This is a very general rule which accounts for much of the recursiveness of our language and we shall want to build on it in Language V.

The unit on the noun clause should not be too difficult. Again it is an excellent place to emphasize the principle of co-occurrence, which really explains much of language. We put sentences together on the basis of what elements can and cannot go together. It turns out that noun clauses of the kind discussed in this year's work can occur only with certain kinds of verbs, certain kinds of nouns, and certain kinds of adjectives. The explanatory remarks concerning the unit are found in this manual and should be ample.

The final unit of the year, the imperative, is also a complex one. The imperative proves to be a much more complicated construction than appears on the surface, but it is an interesting one. It is useful for demonstrating the difference between deep structure and surface structure, but the steps are admittedly complicated. They offer a fine opportunity for logical reasoning, however, and give students a chance to really figure out for themselves, on the basis of what they can find in the language, why they are able to understand sentences such as the imperative in which much of the deep structure has been obliterated. This unit should be taken slowly, step by step, and very inductively if possible. You may, if you have a slower class, want to stop with the affirmative imperative. If so, you would only want to prove that there is a you and a will in the underlying structure and to show that they have been deleted.

More expanded remarks on all of the units are found in the following material which includes the keys to the exercises.

Explanatory Material and Key to the Exercises

The "Introduction to the Students" reviews briefly the rationale of a transformational grammar, the difference between phrase structure and transformational rules, their relation to each other and to the language, and the reason for symbols. Since these are fundamental ideas, they are worth some class discussion, as a prelude to the year's work.

Exercise, p. 3

This exercise should give the students a chance to review the phrase structure rules of the grammar. They are asked to write sentences which will illustrate each rule. Of course, any sentence will illustrate more than one rule, but the student is asked to mark only the parts which are described by the specific rule he is illustrating.

It would be a good exercise to work out together in class (perhaps after the students have had a chance to work at it by themselves) so that you can elaborate on weak spots and can discover where your students need further instruction. Notice that Rule 7 telescopes all of the earlier verb classification rules into one. By the time he is a sophomore, the student should be able to handle them in this fashion. (The arrow was left out of the student version and also the plus sign after V_{tr} .)

Exercise, p. 4

The sentences in this exercise point up areas that the student cannot analyze now but which will be in the units he will be studying during the year. In 1, 2, 3, 7 and 8 there are complements which are the result of embedding. The student will not know what to do with sleeping on the bed in 1, cut the grass in 2, exciting in 3, a coward in 7, and to go in 8. You might let him conjecture a bit without offering an answer. Sentences 4 and 10 are imperatives, of course, which he will not be able to analyze until he reaches the last unit of the year nor will he be able to account for that you were late in 5 and that you can't find it in 6. Sentence 9 contains a reason adverb which will be dealt with early in the year.

Discussion questions, p. 5

These questions should give you and your class a chance to review together some of the overall implications of language study. We hope that the students will arrive at some of the following notions:

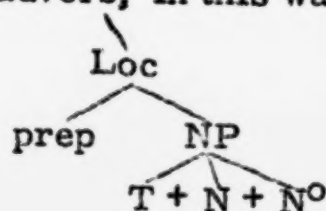
1. A grammar should describe the sentences of the language. It should fit the language and what we know to be true about it. If the description is a kind that also explains relationships and reveals the system of the language it will help us to understand why our language is the way it is.
2. The use of symbols gives us a handle or tag for talking about a large group of related items. They simply make it easier to talk about language. Since many of the elements of a sentence move around in certain transformations, it is useful to have symbols for the various parts so that we can quickly show what happens. We could say in words that sentences consist of noun phrases and verb phrases and that the noun phrases consist of determiners and nouns and that the nouns will be either singular or plural, but we can show it much more clearly and quickly in this way:

$$\begin{array}{lcl} S & \longrightarrow & NP + VP \\ NP & \longrightarrow & T + N + N^o \\ N & \longrightarrow & \left\{ \begin{array}{l} \text{sing} \\ \text{plur} \end{array} \right\} \end{array}$$

3. Symbols also enable us to group things together into larger groups, and to show what particular part the larger group plays in the sentence. For instance, we could say that on the bed in The boy was asleep on the bed is made up of a preposition plus a determiner plus a singular noun, bed, which are related in this way:



But the relationships become much clearer and more meaningful for the sentence as a whole if we can show that the whole thing is a locative adverb, in this way:



4. We can always add another word to a sentence. Any sentence can always be made one word longer. (You should ask students to demonstrate this for themselves.) So theoretically it is always possible to make another sentence. Of course, if we had to have an infinite number of rules to describe these sentences we shouldn't have a very useful description. So we try to see relationships that enable us to describe the infinite possibilities with an infinite (limited) number of rules.
5. Most of the sentences of our language have more in the way of structure than meets the eye (or ear). Most people may not have thought about this, but nevertheless, they are aware of this underlying structure and that is why they can understand sentences and produce sentences. The kernel or base sentences students have worked with in earlier years represent the underlying structure. The transformed sentences represent surface structure.

For instance, in The sleek car rolled to a stop, everyone understands that the car is sleek. This sentence is in the underlying structure. We also understand that The teacher gave a test and A test was given by the teacher say the same thing. The reason is that they have the same base (or underlying) structure. In both the relationship between teacher and give and test is the same. This underlying structure is most clearly expressed by a phrase marker, or branching diagram.

6. This question should give the student a chance to speculate about language in an imaginative way. You might ask, for instance, how we could build on what has gone before--which our civilization obviously does--without language. How can

TEACHER

We have

rules and

and we are

thinking

we benefit from knowledge someone else has discovered without going through the process ourselves? How can we hand down information and culture from one generation to the next? There is no end to the examples and activities for which language is necessary. This question should make for a lively discussion.

Students will learn about the importance of language in the transmission of culture and information from one generation to the next.

As the students learn about the importance of language, they will also learn about the importance of the written word in the transmission of culture and information.

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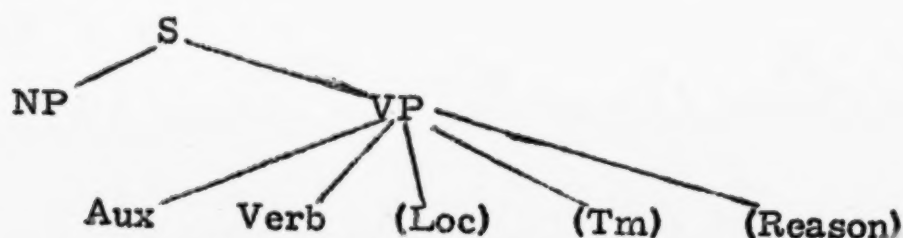
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We have added two optional elements to our second phrase structure rule: the time adverbial (Tm) and the place adverbial (Loc). In this unit we are going to add another optional element: the reason adverbial (Reason).

Students will learn several things about this particular adverbial:
It is optional; it is the only adverb which never appears as a single word;
and it may appear with any type of verb.

As the reason adverb is an optional element that can appear with all kinds of verbs, it will appear in the branching diagram at the place where the verb appears:

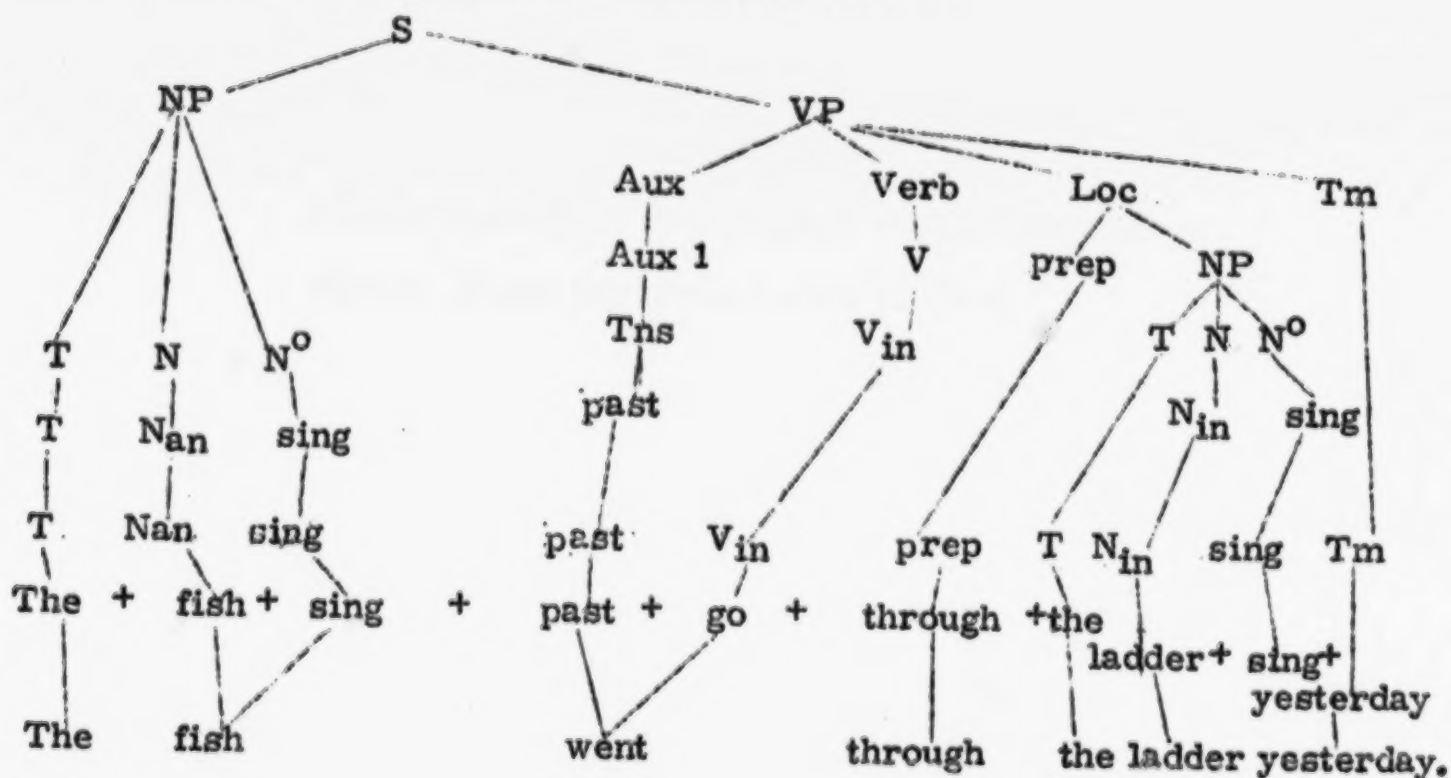


Dominating the verb and the adverbials will be the VP.

Exercise 1, p. 3

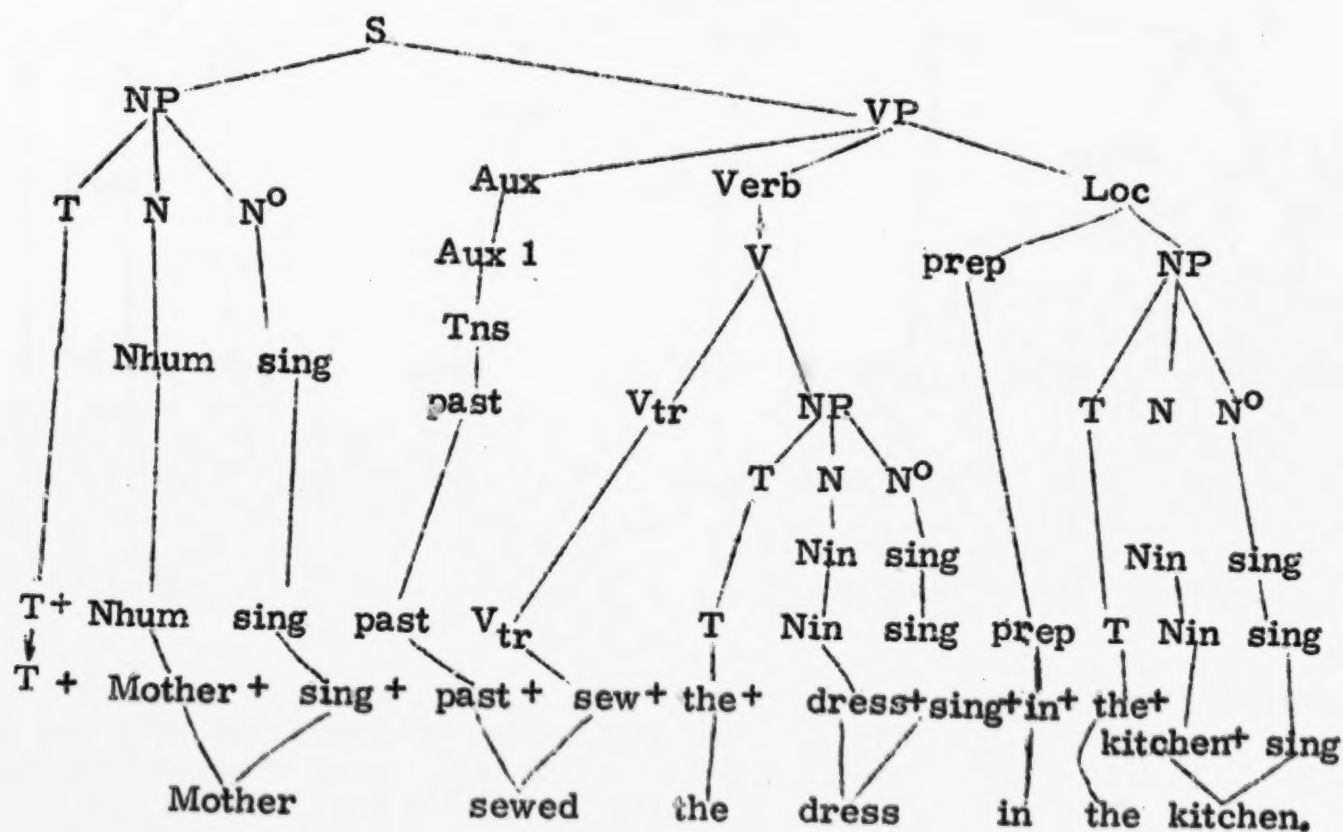
In our answers we have broken down the NP's to T + Nhum + Sing, etc. If you feel that this is not necessary to the main purpose of the unit--the introduction of the reason adverb--feel free to have your students simply bring the NP down into the symbol string.

1. The fish went through the ladder yesterday.



"Fish" might be considered plural or singular in this sentence. If you like the locative may be broken down into prep. plus NP, or simply brought down as Loc.

2. Mother sewed the dress in the kitchen.



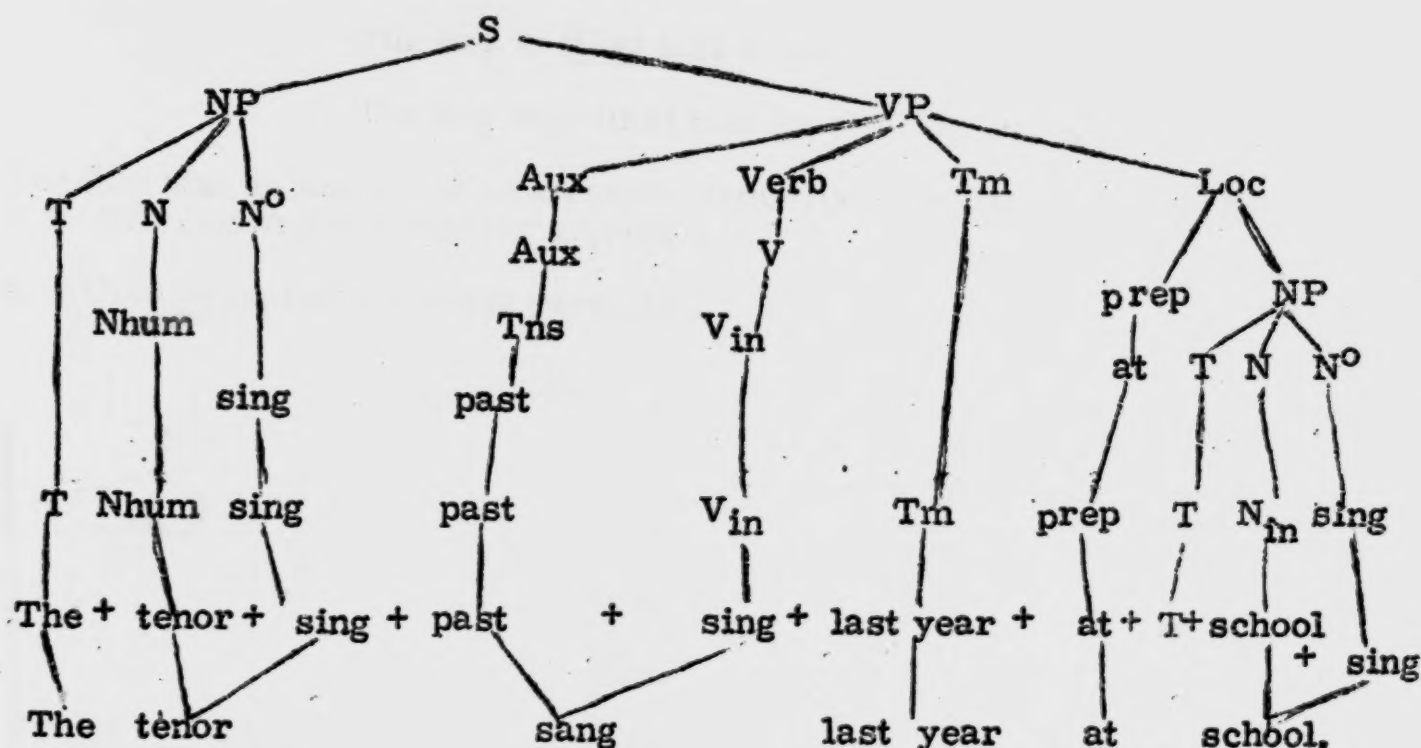
Some students might feel that this sentence is ambiguous. They might show some concern as to whether in the kitchen tells where the dress is or where the sewing was done. Show them that one possible interpretation of the sentence is the one we have diagrammed, and that another interpretation is that the sentence is the result of a double base embedding.

Mother sewed the dress
The dress was in the kitchen } $\Rightarrow$

Mother sewed the dress which was in the kitchen

Mother sewed the dress in the kitchen.

3. The tenor sang last year at school.



You will notice that we have left last year as a unit. As the students do not have the necessary information to work with last, it might be better to leave it thus. Last and words like first, second, next, and final will be explained in future units.

Traditionally, last was called an ordinal adjective. The word behaves somewhat like an adjective; however, it is an ordinal post determiner. That is we find it after the determiner just as we find ordinal numbers after determiners: the second book, a third choice, and last year.

If students show particular interest in the word, you might let them try to find out for themselves some of the ways the word behaves. Using the blackboard, you might work with several sentences to see what happens:

- e.g.
- 1) The boy is handsome.
 - 2) The boy is last.
 - 3) The handsome boy arrived.
 - 4) The last boy arrived.
 - 5) The last of the boys has arrived.
 - *6) The handsome of the boys has arrived.
 - *7) The boy was handsome in the race.
 - 8) The boy was last in the race.
 - 9) Handsome boys are popular.
 - *10) Last boys are popular.

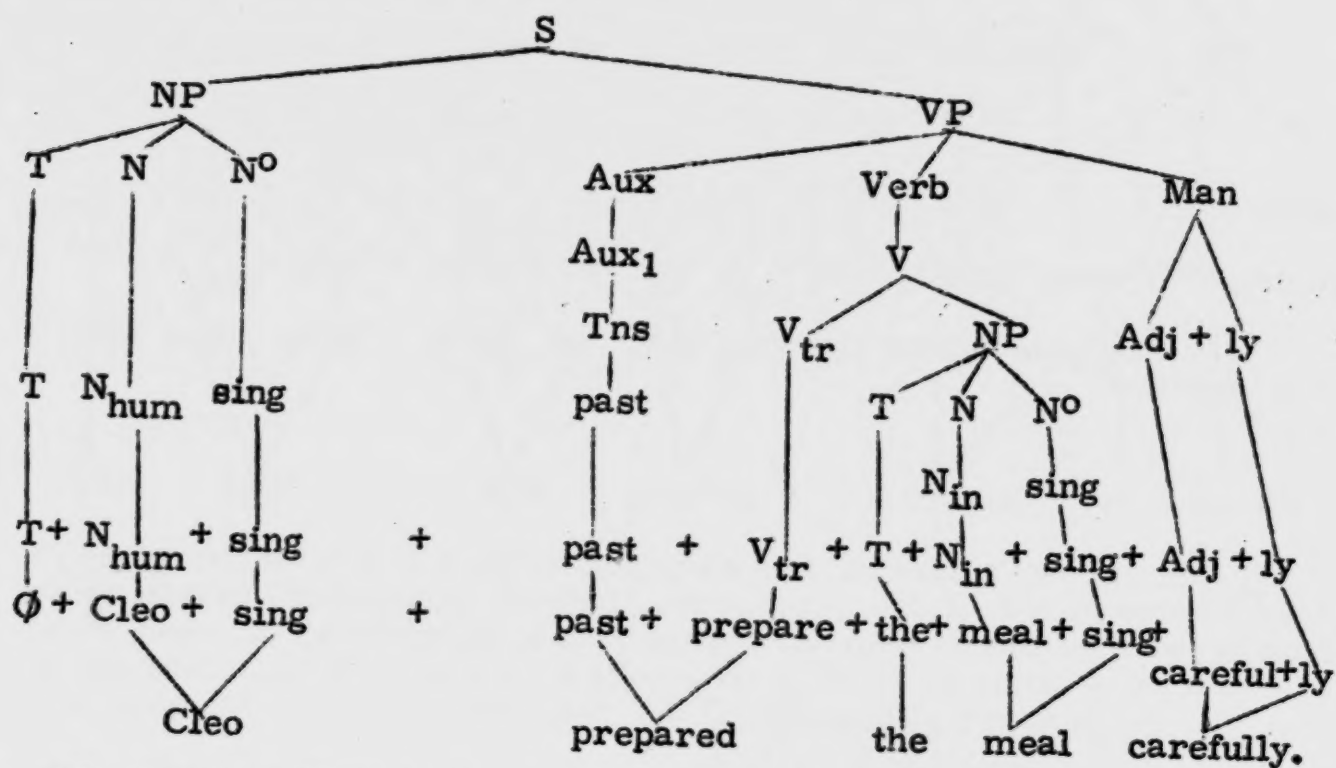
In the case of 2 and 8, we sense a deletion:

The boy is (the) last (one).

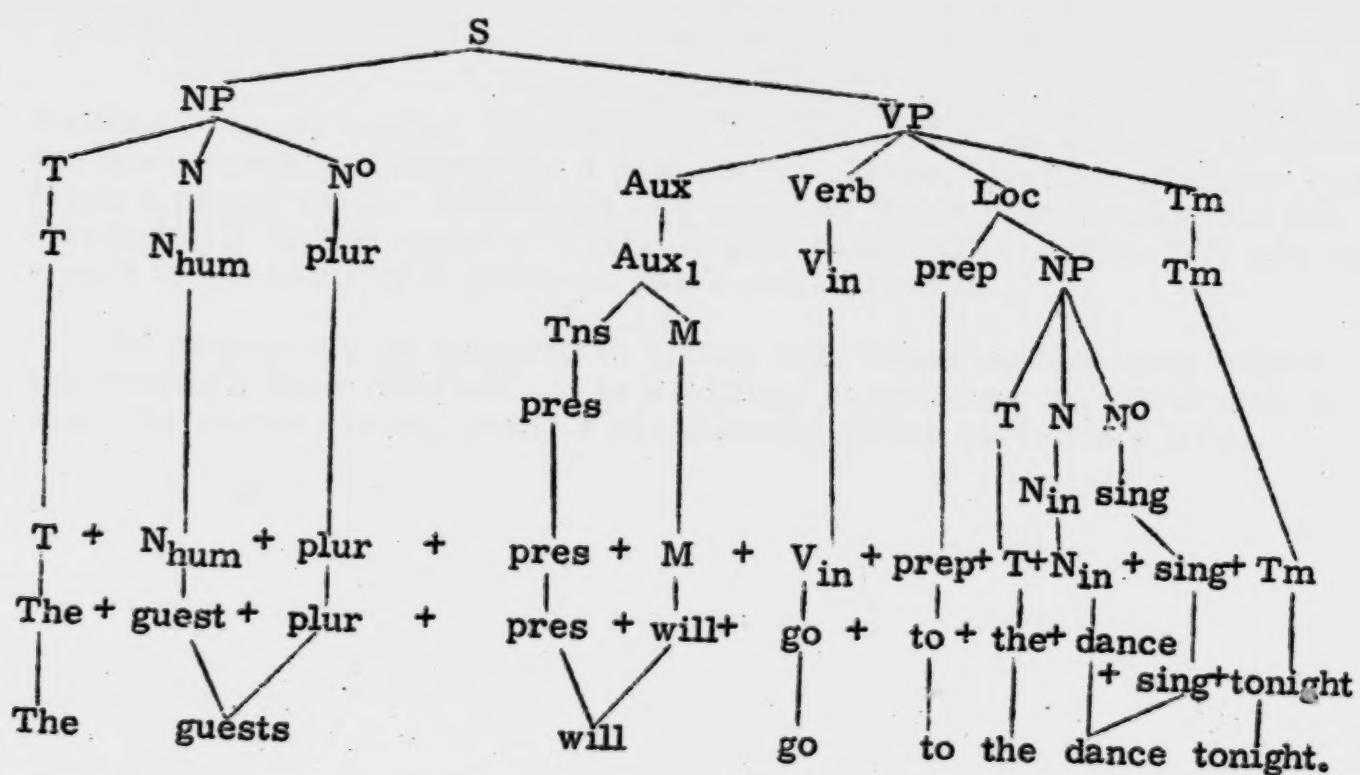
The boy was (the) last (one) in the race.

The fact that it can occur in a construction like the last of shows that it is different from a regular adjective.

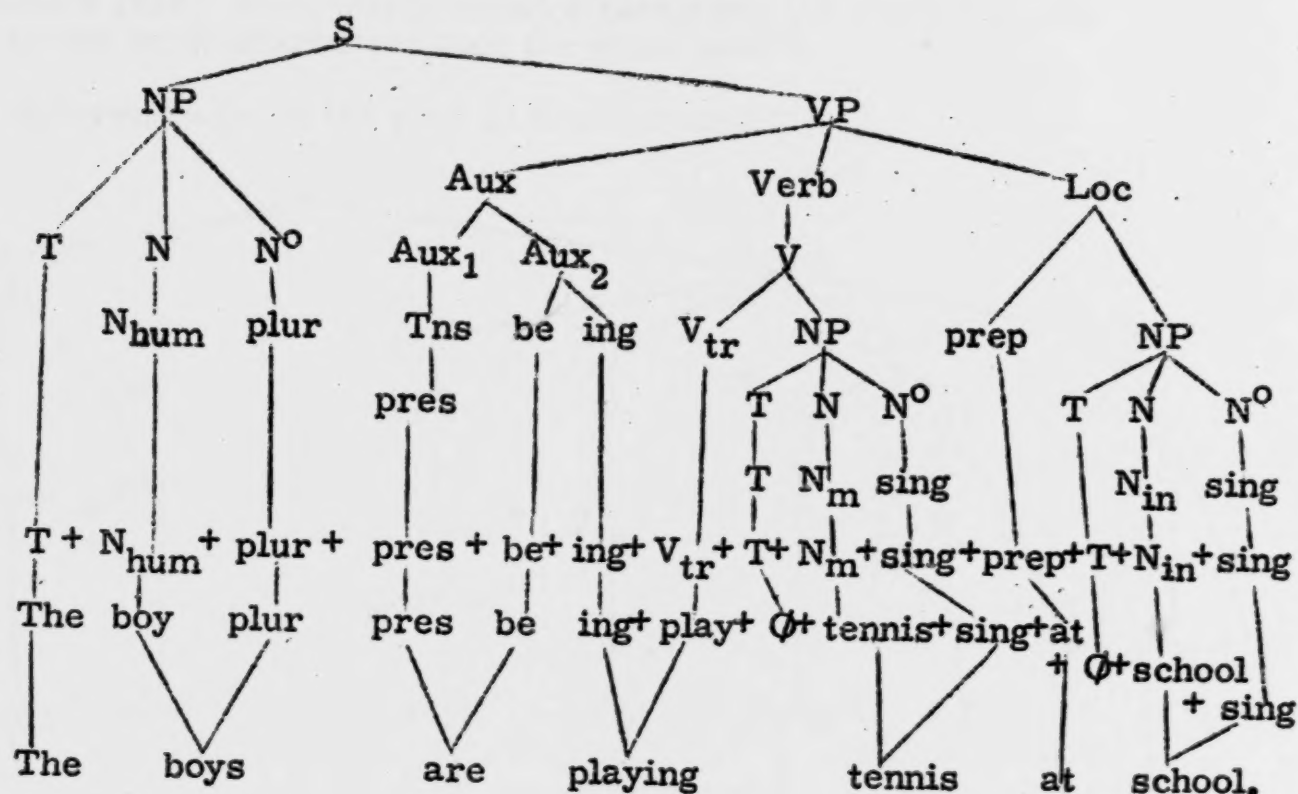
4. Cleo prepared the meal carefully.



5. The guests will go to the dance tonight.



6. The boys are playing tennis at school.



#Tennis can be called a mass noun, as can the nouns used to denote other games (badminton, football, checkers, etc.); but in some ways these seem to be a special subcategory. Names of subjects are probably in the same class: history, mathematics, etc. In some ways they are like proper nouns. We can say

We would not say

We might say

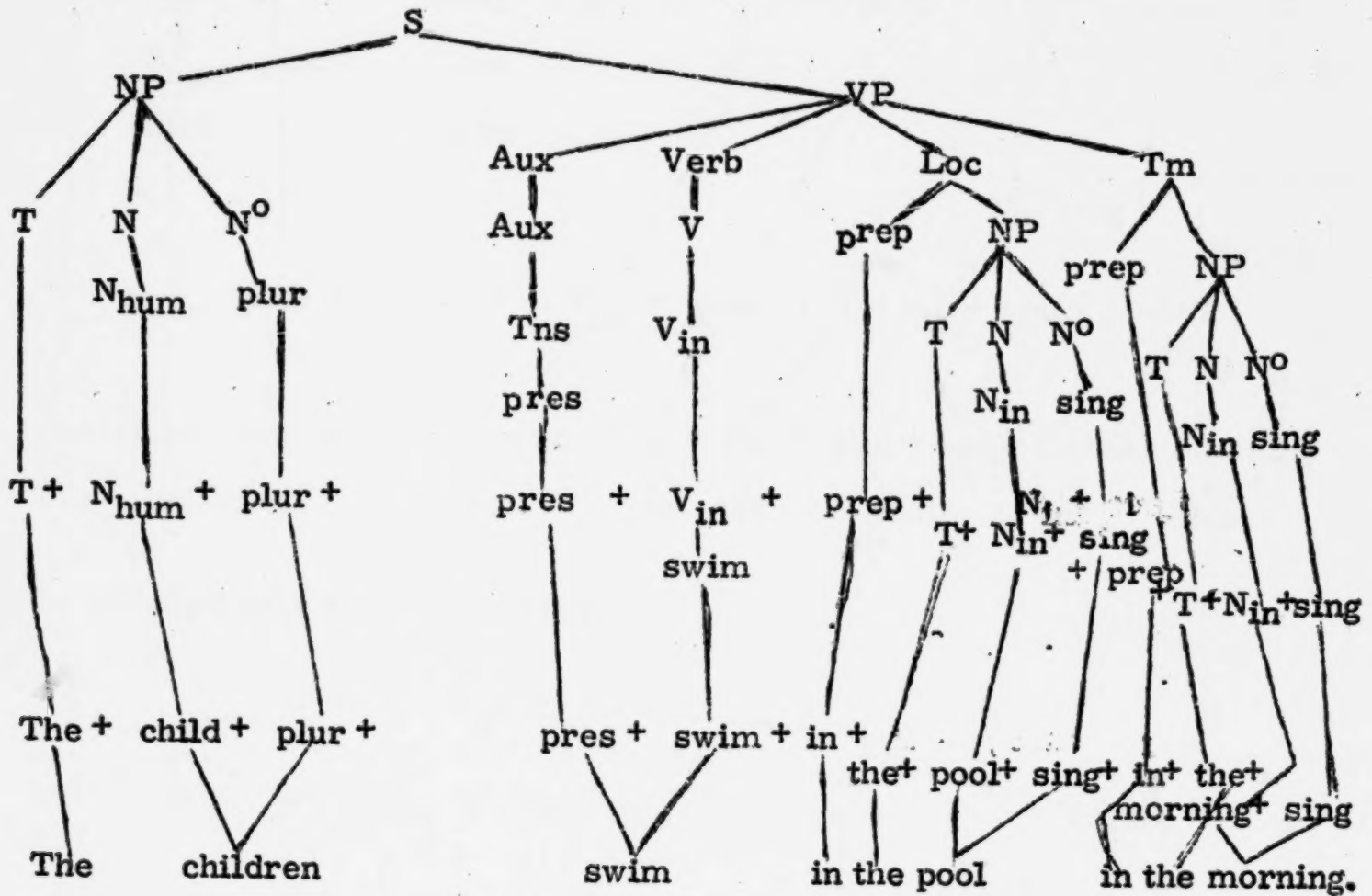
- 1) Gwendolyn is exciting.
- 2) Tennis is exciting.
- *3) The Gwendolyn is exciting
- or *4) The tennis is exciting.
- 5) The Gwendolyn whom I know is exciting.
- or 6) The tennis which I play is exciting.

Neither of these words, "Gwendolyn" or "tennis" takes an article unless the word itself is followed by a restrictive clause. Neither of these words takes a plural verb. Neither can be itself be made plural. We can say "Gwendolyn" is the name of a girl--a girl called Gwendolyn. We can say tennis is the name of a game--a game called tennis.

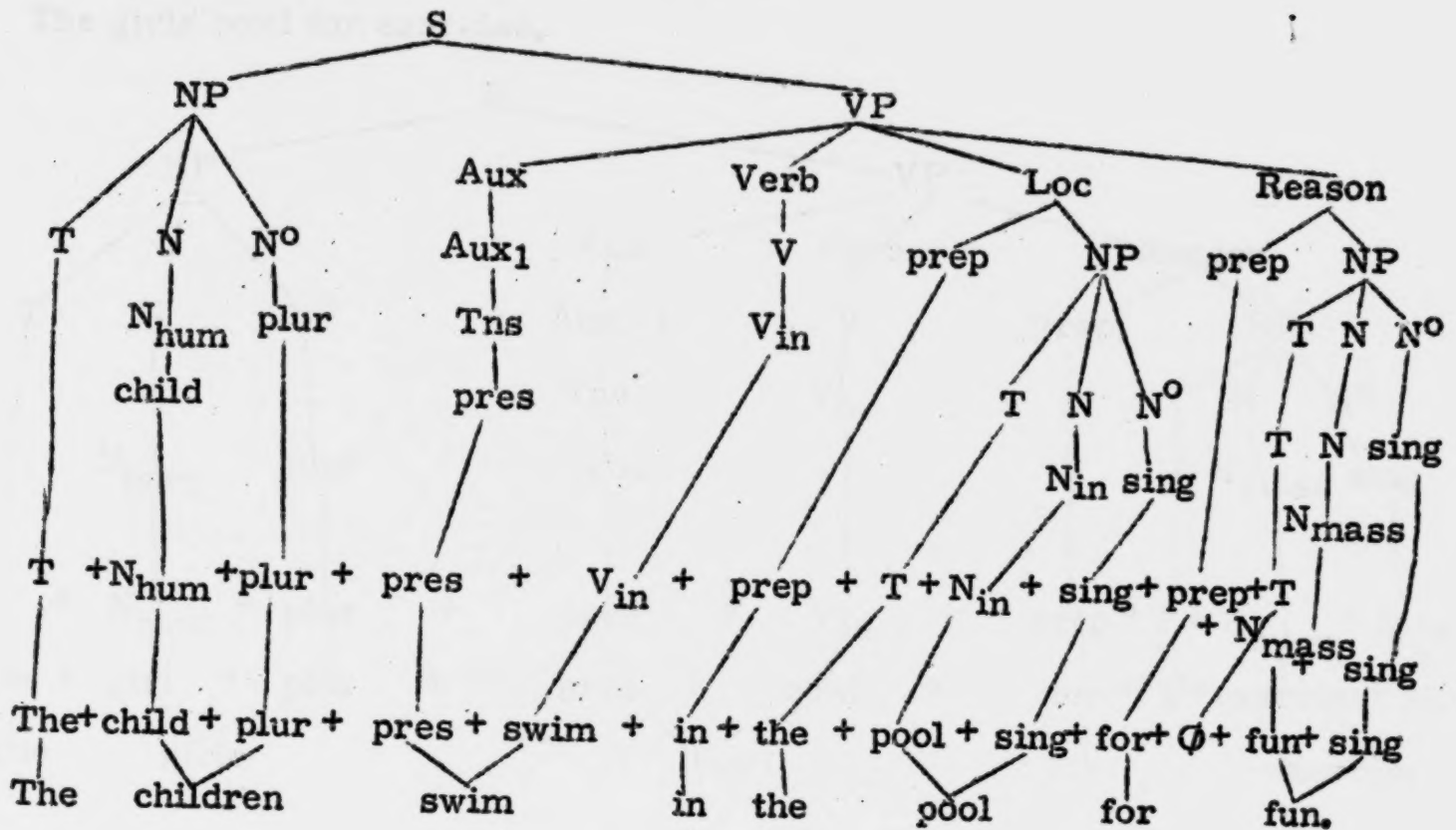
Of course you do not need to bother with these explanations unless the students show interest. It is exciting, sometimes, to try to find out what the words can do, without necessarily giving each one a label.

Do not be afraid to theorize about our language. Many difficulties will eventually be worked out. In the meantime, if you don't know how to make a rule, if you don't know what category to put a word in, don't worry about a rule; don't worry about a category; but work with the students to see what characteristics the word has.

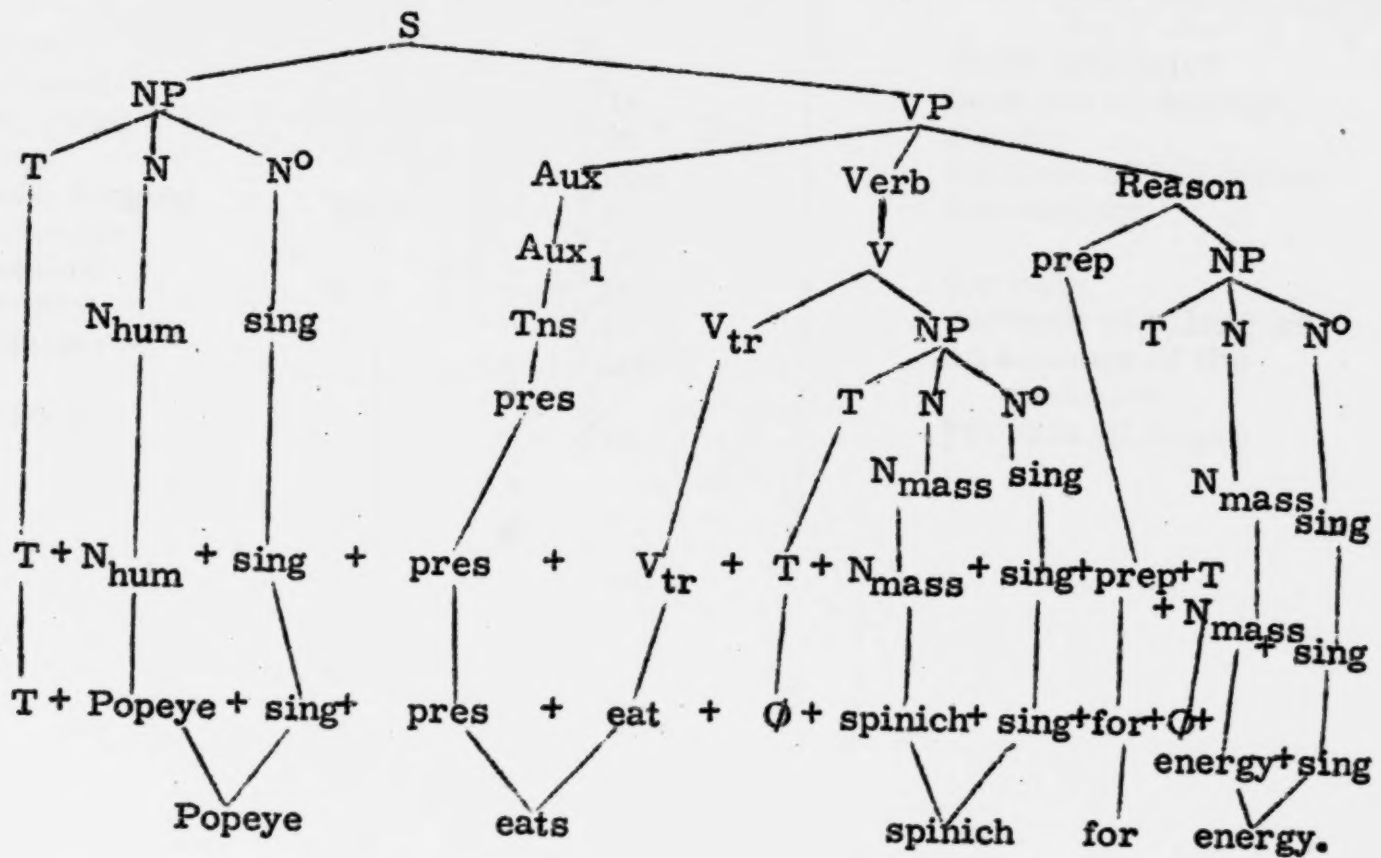
7. The children swim in the pool in the morning.



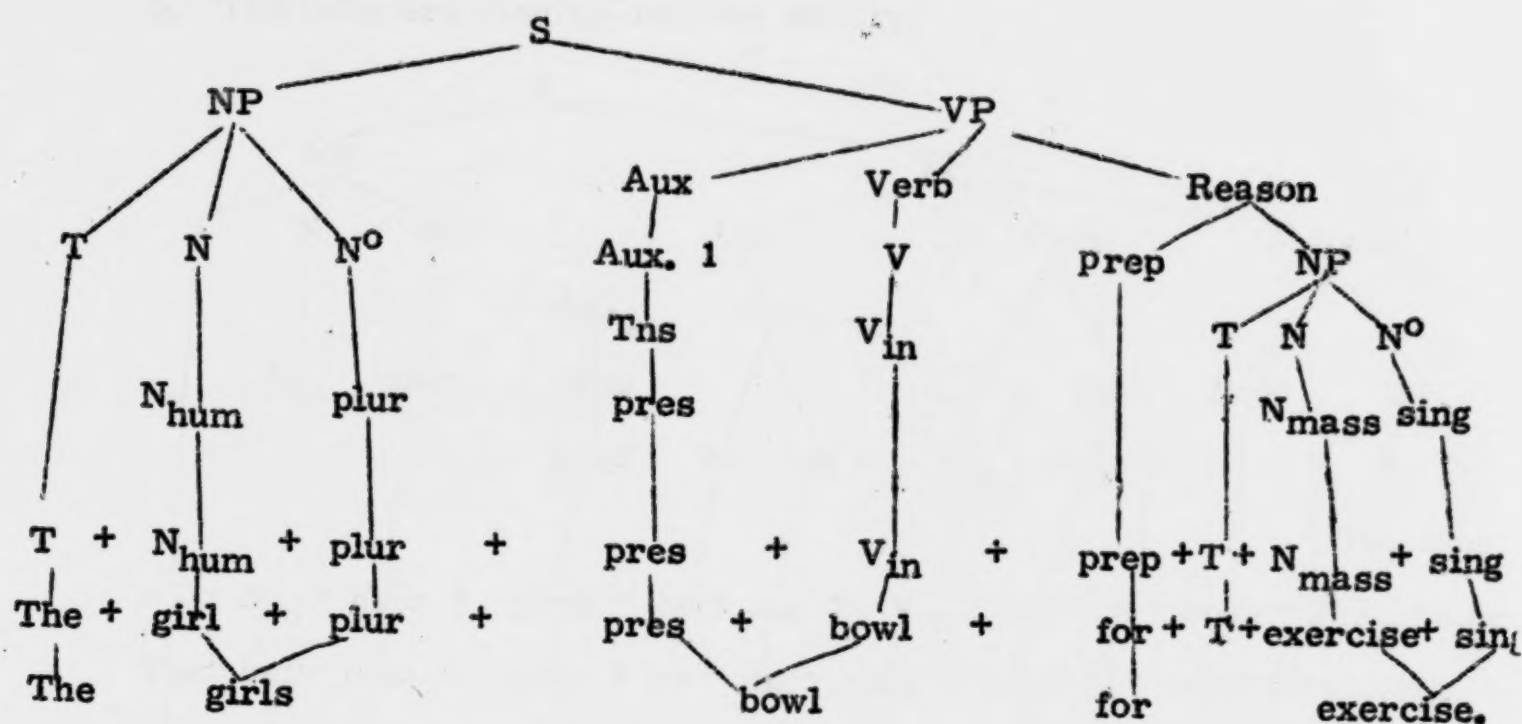
8. The children swim in the pool for fun.



9. Popeye eats spinach for energy.



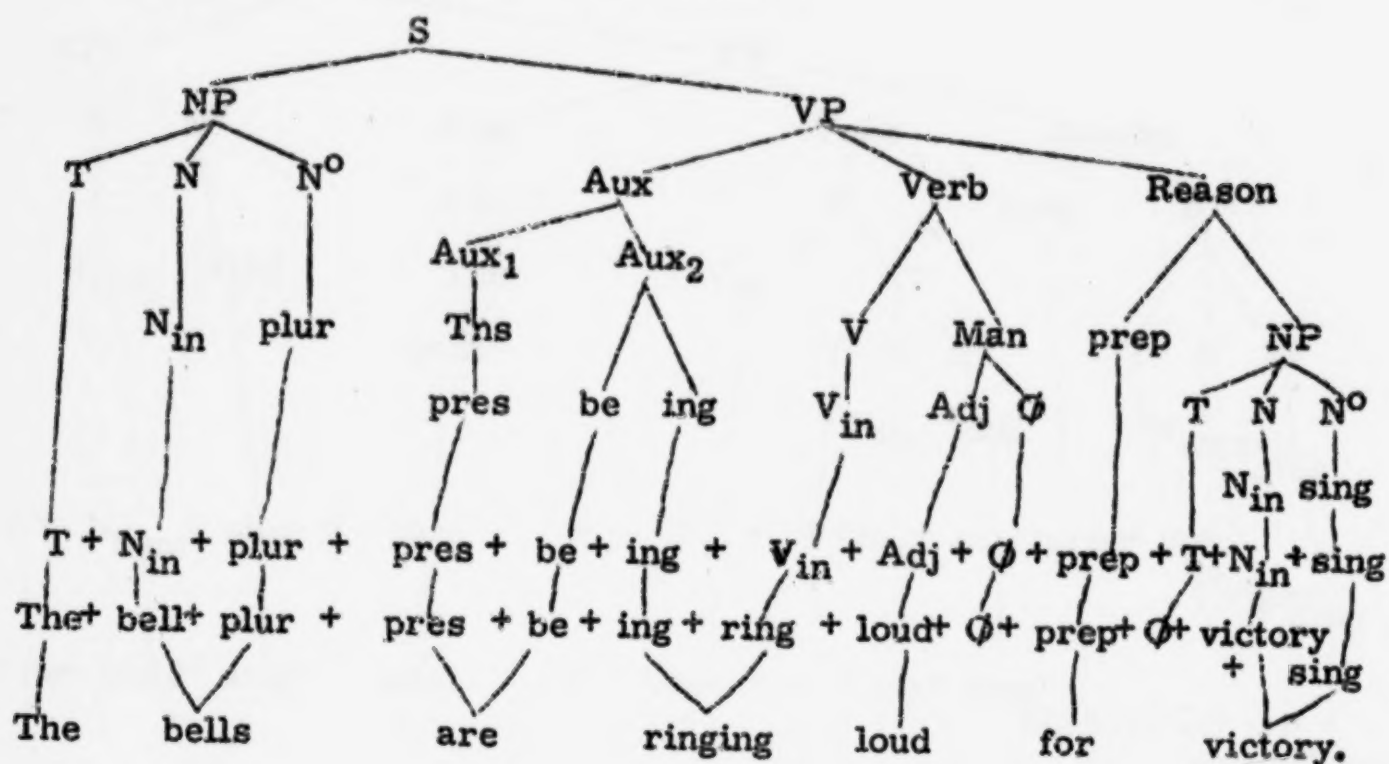
10. The girls bowl for exercise.



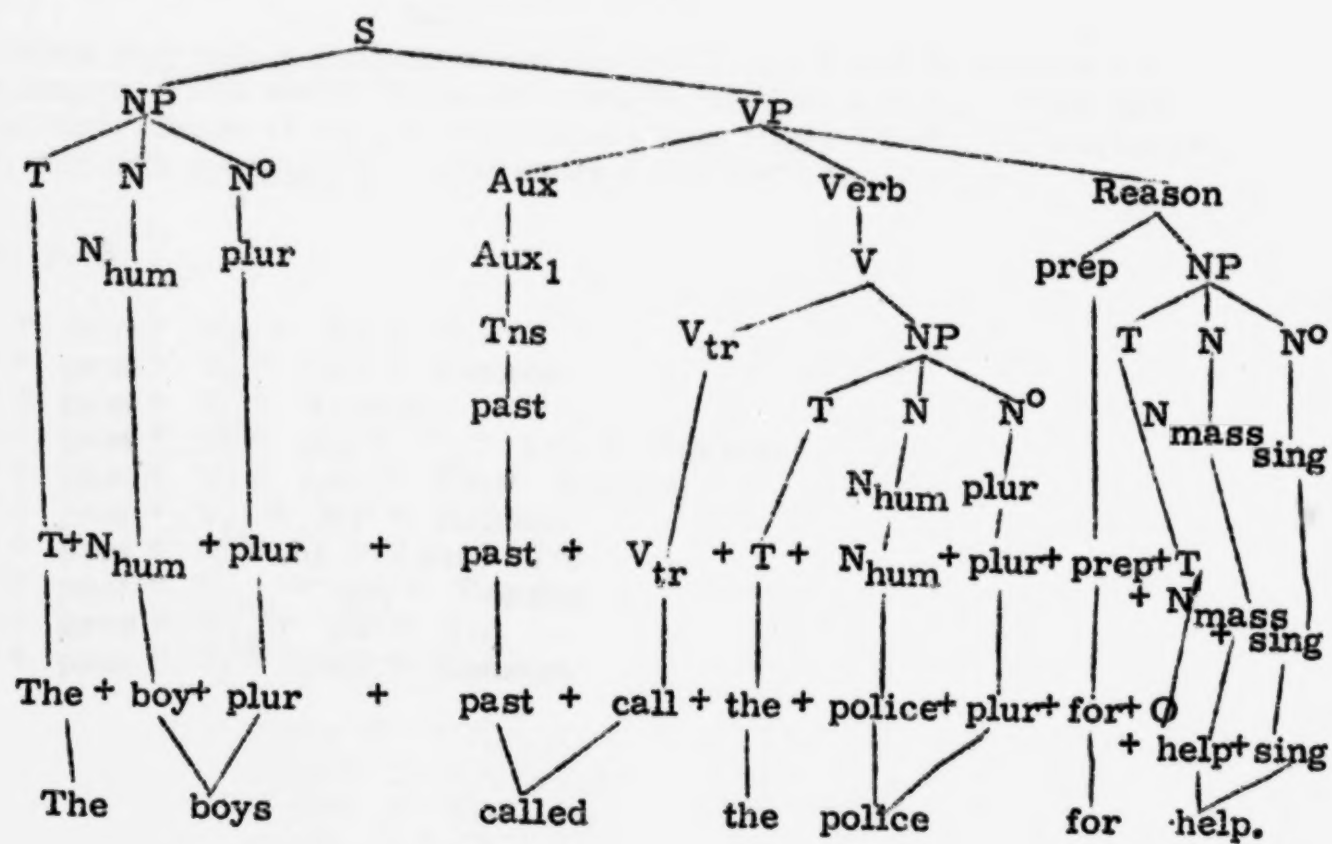
Exercise 2, p. 6

Verb	Kind	Reason Adverb
1. was	Be	from exposure
2. closed	V _{tr}	because of damage
3. is going	V _{id} + Dir	for fun
4. has	V _{mid}	because of his father
5. are ringing	V _{in}	for victory
6. became	V _{lst}	
7. called	V _{tr}	for help
8. carry	V _{tr}	because of allergies
9. appeared	V _{lst}	on account of the medicine
10. broke	V _{tr}	because of anger

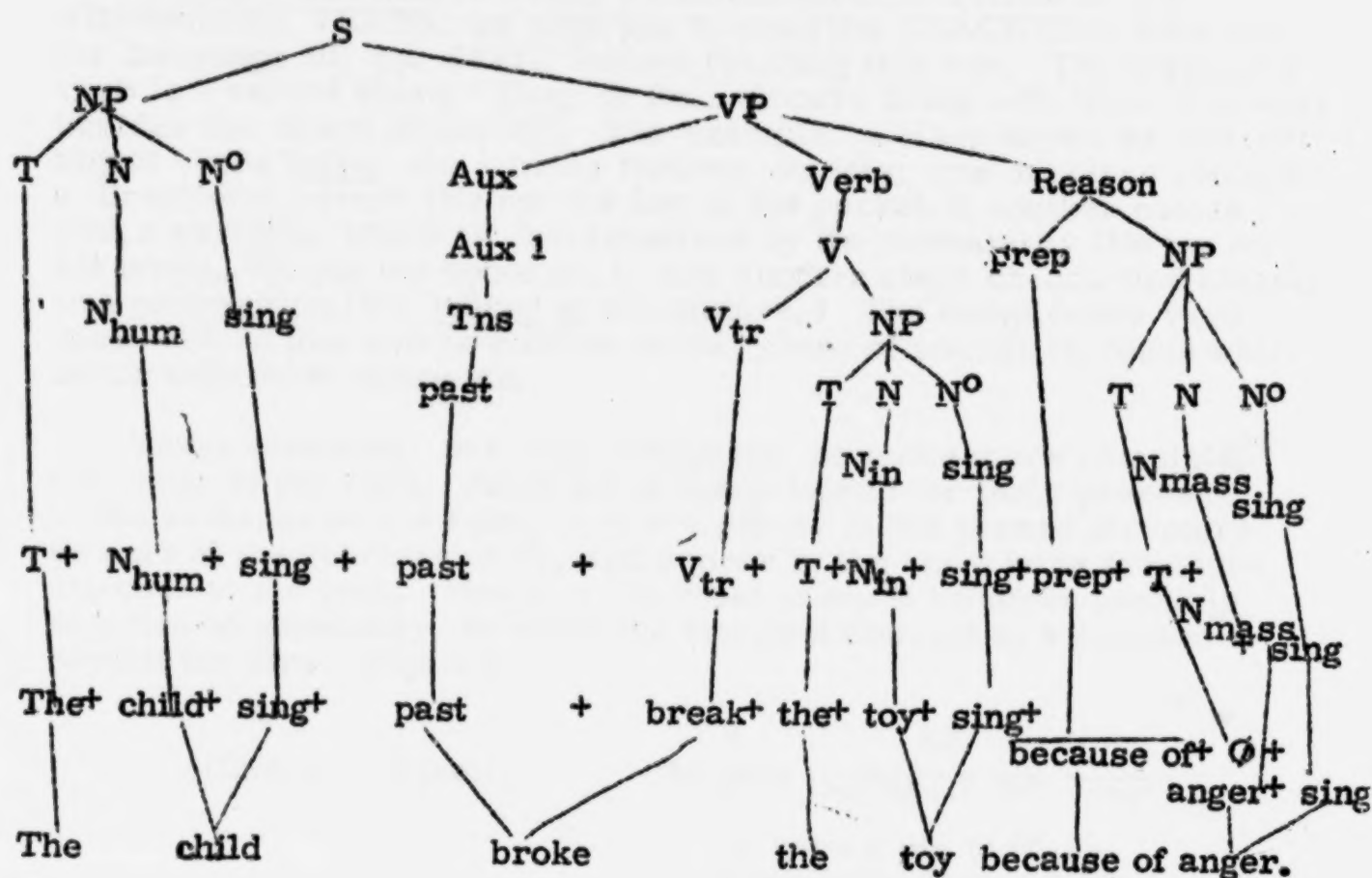
5. The bells are ringing loud for victory.



6. The boys called the police for help.



10. The child broke the toy because of anger.



#Some students may ask questions about the Reason Adverb in sentence #10: Because of anger. The word "because" can be used as a conjunction introducing an adverb clause of reason (Because I was angry I left). In sentence number 10, the unit because of behaves as a preposition.

Exercise 3, p. 8

1. NP + past + V_{tr} + NP + Tm
2. NP + past + V_i + Loc + Reason
3. NP + past + V_i + Reason
4. NP + past + be + ing + V_i + Loc + Reason
5. NP + past + V_i + Loc + Tm + Reason
6. NP + past + V_{tr} + NP + Reason
7. NP + past + M_{tr} + be + Loc + Tm
8. NP + past + V_{lac} + adj + Reason
9. NP + pres + V_{tr} + NP + Tm
10. NP + past + V_i + Man + Reason.

COMPLEMENT VERBS

Because this unit is really an extension of EXPANSION OF TRANSITIVE VERBS, we urge you to read the TEACHER'S MANUAL for Language III, pp. 13-17, before teaching this one. The transitive verb is a varied class. Many of its members bring with them elements besides the direct object NP. For example, a class known as indirect object verbs (give, etc.) bring indirect objects; one subclass requires a directional adverb (He put the key in his pocket.); another comes with a particle, which is characterized by its moveability (He put on his boots. / He put his boots on.); and another class occurs tied closely to a preposition (She looked at the picture.) The complement verb dealt with in this unit is another of this class of transitive verbs which occur with other elements.

These elements, in a way, complete, or make more complete, the sense of the verb. Since all of them depend for their presence in the sentence on the verb, they are placed in the phrase structure as part of the subclass of V_{tr} and appear in the underlying structure attached to the verb. However, in most cases it becomes possible, sometimes necessary, to move the attached element to a position beyond the direct object NP.

(Indirect Object)	IO He gave <u>to Mary</u> a pin $\Rightarrow$ He gave a pin to Mary (optionally: He gave Mary a pin.)
(Directional Adverb)	Dir He sent <u>to Europe</u> his wife $\Rightarrow$ He sent his wife to Europe.
(Particle)	Prt Berry called <u>up</u> the coach $\Rightarrow$ Berry called the coach up.

In the case of the verb + preposition, the preposition is not moved.

They depended on their advisor.

not *They depended their advisor on.

Complements, which enter the sentence with certain verbs called complement verbs, differ in one respect from the other elements attached to subclasses of transitive verbs in that the place of the complement is filled from another sentence. This can be demonstrated with an example. We have a sentence

The president appointed me guard.

Guard is a complement which is possible with the verb appoint. (Me is the direct object NP, of course.) But it isn't enough to say simply that the complement is a noun phrase. (Comp $\rightarrow$ NP). We will discover that many kinds of structures can serve as complements, and the rules would become unwieldy and inaccurate if we tried to account for them all in a rewrite rule. Moreover, we can find evidence that guard, in the sentence above, indeed has come from another sentence, because we also have the sentence

The president appointed me to be guard.

The fact that to be can occur in the complement indicates that it must have come from a sentence with a verb. It becomes, then, simpler to show that the place of the complement is filled with an embedding from another sentence--by a transformation. So we can include complement verbs as a subclass of transitive verbs ($V_{tr} \rightarrow V_{tC} + \text{Comp}$), and fill the place of the complement with elements from other sentences. We can, in fact, have a rewrite rule which says just this. $\text{Comp} \rightarrow S$, where S stands for embedded sentence. Specific rules will describe the form of the source sentences and of the complements.#

Since complements following transitive verbs have the characteristic of indirect objects, directional adverbs, etc. of appearing in the underlying structure attached to the verb and then having to be moved beyond the direct object, it is possible to write a general rule which describes many types of sentences, and thus to show their relation. You will recall the rule which indicates the various subclasses of transitive verbs:

$$V_{tr} \rightarrow \left\{ \begin{array}{l} V_{tio} + \text{IO} \\ V_{tdir} + \text{Dir} \\ V_{tprt} + \text{Prt} \\ V_{tprep} + \text{Prep} \\ V_{tC} + \text{Comp} \\ \dots \end{array} \right\}$$

and the transformation rule which places the elements in their proper position:

$$\begin{array}{c} T_{\text{verb}} \\ \text{separation} \\ \dots \end{array} \left\{ \begin{array}{c} \text{IO} \\ \text{Dir} \\ \text{Prt} \\ \text{Comp} \end{array} \right\} \dots + \text{NP}^2 \Rightarrow \dots \text{NP}^2 + \left\{ \begin{array}{c} \text{IO} \\ \text{Dir} \\ \text{Prt} \\ \text{Comp} \end{array} \right\} \dots$$

(optional for IO and Prt, but obligatory otherwise)

It has been found that introducing S in the Phrase Structure where embeddings can occur simplifies the grammar immensely. This had not been worked out when the early parts of this curriculum were being written, but when the material is revised, the rules will be brought into line. In the meantime, you may find opportunity to use the device when you are talking about embeddings.

Many different structures can appear as complements of the complement verb. They are distinguished by their sources and their ultimate shape. There are verbs which are grammatical only with an NP as complement. Besides these, there are others which can either an NP or an Adj., and some can accept only Adj.

- | | |
|-------------|--|
| (Only NP) | They elected Johnson president.
(Source: Johnson is president.)
*They elected Johnson presidential |
| (NP or Adj) | They called Bill a fool.
(Source: Bill is a fool.)
They called Bill foolish.
(Source: Bill is foolish.) |
| (Only Adj) | They painted the town red.
(Source: The town is red.)
*They painted red the town |

All of these have as their source, sentences with Be + Pr. Still others with the same kind of source allow the Be to be embedded with the Pr. In this case the Be is embedded with to (the traditional infinitive.)

They took her to be your sister. (Source: She is your sister. #)

They considered him to be a fool. (Source: He is a fool.)

The source of the to is a transformation of the tense of the source sentence.

Thus Tns $\Rightarrow$ to.

Tns + Be

... is a fool $\Rightarrow$ to + Be

... to be a fool

Verbs like want can have complements containing verbs other than Be, which appear in the complement with to.

They wanted him to be there. (Source: He is there.
tns + be $\Rightarrow$ to + be)

They wanted him to go there. (Source: He goes there.
tns + go $\Rightarrow$ to + go)

Another group accepts complements formed from sources containing nearly any kind of verb which is in its ing form.

The principal caught John } $\Rightarrow$ The principal caught John cheating.
John was cheating

#(She is your sister is itself a transformed sentence, of course. You have a sister has been embedded in She is a sister to give us the possessive. You may or may not want to mention this, but in case you have students who do, you will want to be able to explain it. See Double Base Transformations, Language II.)

Still another group allows the embedding of the lexical verb of the source without *to*, but these are more limited in the kinds of sources they will accept for complements. For instance, neither *Be + Pr* or *V_{mid}* is acceptable.

*I saw the wall be red.

*I saw him have a car.

but I helped him do the work.
 We saw the wall crumble.

As you will find, some verbs will appear in several classes. For instance:

I heard the child cry.

I heard the child crying.

Peter considered him to be a friend.

Peter considered him a friend.

This kind of cross classification is not, of course, uncommon in language. There will be verbs in every class which belong only to that class. But there will be others which belong to several classes. More accurately, we might say that some have characteristics (or features) of several classes. Do not allow this fact to disturb your students. They may, in fact, enjoy trying to find examples of such cross classification as evidence of the flexibility and complexity of the language.

In this unit, we haven't by any means exhausted the kinds of complement structures which occur with transitive verbs. Nor have we attempted to assign symbols to the various subclasses. The important thing for your students is that they become aware of the nature of complements, of how common they are in our language, and somewhat aware of their great variety. They should of course see once more that there is order and system in the language and that by analyzing the underlying structure it is possible to find this order. They may want to try to find examples of other kinds of complements and try to discover the sources. If they do so, they will probably soon discover that other structures besides the transitive verb have complements, for example: He was eager to please, where to please follows the adjective eager.

KEY TO EXERCISES

Introductory note: There are probably more items in many exercises than you wish to use. Adapt them to your class. If you prefer to use them in groups, or to have them done on the board, or to use them simply as examples to illustrate your class discussion, feel free to do so. They are there as a teaching and learning device, not as an end in themselves. Some of the later exercises which call for writing symbol strings may prove too complex for some classes. If so, you may wish to have the students perform the transformations at the sentence level and eliminate writing the strings, though, of course, students who are able to think in terms of the symbols will be getting a more precise understanding of what is involved.

Exercise 1, p.10

Sentences #2, 4, 5, 6, 7, 8, and 9 all contain V_{tio} verbs. Each of these sentences have two NP's following the verb and can be made passive in two different ways. The V_{tio} verbs are as follows:

2. gave
4. wrote
5. built
6. asked
7. gave
8. gave
9. sold

Exercise 2, p. 12

1. Consumer: The girl thought(comp) the boy.
Source : The boy is an idiot. } $\Rightarrow$

(Intermediate step) The girl thought an idiot the boy. $\Rightarrow$
(Final sentence) The girl deemed the boy an idiot.

2. The man considered (comp) his wife.
His wife is a fool. } $\Rightarrow$

The man considered a fool his wife. $\Rightarrow$
The man considered his wife a fool.

3. The queen dubbed (comp) George.
George is a knight. } $\Rightarrow$

The queen dubbed a knight George. $\Rightarrow$
The queen dubbed George a knight.

4. The class chose (comp) Mary.
Mary is queen. } $\Rightarrow$

#The class chose queen Mary. $\Rightarrow$
The class chose Mary queen.

#(The class chose Queen Mary would obviously have a different derivation, with Queen Mary being the direct object and the complement missing. In that case Queen would be part of the proper noun Queen Mary.)

5. We called (comp) the dog.
The dog is Harry. } $\Rightarrow$

We called Harry the dog. $\Rightarrow$
We called the dog Harry.

6. We nominated (comp) him. } $\Rightarrow$
 #He is captain.

#(This is an excellent place to point out, if it seems necessary, that he and him are two forms of the same pronoun. We haven't written a rule showing the restrictions on their use, but a complete grammar would contain one. It would be a pronunciation rule indicating that he $\rightarrow$ him when it occurs in the position of direct object, after a preposition, etc. You might want to ask your students how they would write such a rule.)

We nominated captain him. $\Rightarrow$
 We nominated him captain.

7. We made (comp) him. } $\Rightarrow$
He is the master.

We made the master him. $\Rightarrow$
 We made him the master.

8. The troop chose (comp) Mrs. Clark. } $\Rightarrow$
Mrs. Clark is the leader.

The troop chose the leader Mrs. Clark. $\Rightarrow$
 The troop chose Mrs. Clark the leader.

Exercise 3, p.14

Sentences #1, 4, 5, 7 (and 8 for some people) result in ungrammatical constructions. The other items are as follows:

2. The girl deemed (comp) the boy. } $\Rightarrow$
 The boy is foolish.

The girl deemed foolish the boy. $\Rightarrow$
 The girl deemed the boy foolish.

3. The man considered (comp) his wife. } $\Rightarrow$
 His wife is idiotic.

The man considered idiotic his wife. $\Rightarrow$
 The man considered his wife idiotic.

6. We called (comp) the dog. } $\Rightarrow$
 The dog is fierce.

We called fierce the dog. $\Rightarrow$
 We called the dog fierce.

There may be a difference of opinion about 8. Some may find it ungrammatical. However, given another adjective, there should be no problem; for example

We made him happy.

8. We made (comp) him. } $\Rightarrow$
He is masterful.

We made masterful him. $\Rightarrow$
We made him masterful.

The verbs in Exercise 3 which take only NP's as complements are elect, choose, dub, and nominate.

Exercise 4, p. 15

- 1)
1. The workers ^{VtC}called the boy silly. NA
 2. The men ^{VtC}chose Isabelle queen. N
 3. The girls ^{VtC}considered Gerry foolish. NA
 4. The crew ^{VtC}made Jack the leader. NA
 5. She ^{VtC}named her daughter Jennifer. N
 6. The sergeant ^{VtC}considered his men fools. NA
 7. The girls ^{VtC}made Phyllis happy. NA
 8. Jack ^{VtC}imagined Joe a friend. NA
 9. The students ^{VtC}thought the test difficult. NA
 10. Joan ^{VtC}called him a nuisance. NA
 11. They ^{VtC}elected Mary secretary. N
 12. The referee ^{VtC}pronounced him winner. NA

- 2)
1. The workers ^{VtC}called the boy ^{Comp}silly.
from: ^{VtC} ^{Comp}
*The workers called silly the boy
from:
The workers called (comp) the boy.
The boy is silly.
 2. The men ^{VtC}chose Isabelle ^{Comp}queen.
from: ^{VtC} ^{Comp}
*The men chose queen Isabelle.
from:
The men chose (comp) Isabelle.
Isabelle is queen.

* ungrammatical

3. The girls ^{VtC}considered Gerry ^{Comp}foolish.
 from: ^{VtC} ^{Comp}
 *The girls considered foolish Gerry.
 from:
 The girls considered (comp) Gerry.
 Gerry is foolish.
4. The crew ^{VtC}made Jack ^{Comp}the leader.
 from: ^{VtC} ^{Comp}
 *The crew made the leader Jack.
 from:
 The crew made (comp) Jack.
 Jack is the leader.
5. She ^{VtC}named her daughter ^{Comp}Jennifer.
 from: ^{VtC} ^{Comp}
 *She named Jennifer her daughter.
 from:
 She named (comp) her daughter.
 Her daughter is Jennifer.
6. The sergeant ^{VtC}considered his men ^{Comp}fools.
 from: ^{VtC} ^{Comp}
 *The sergeant considered fools his men.
 from:
 The sergeant considered (comp) his men.
 His men are fools.
7. The girls ^{VtC}made Phyllis ^{Comp}happy.
 from: ^{VtC} ^{Comp}
 *The girls made happy Phyllis.
 from:
 The girls made (comp) Phyllis.
 Phyllis is happy.
8. Jack ^{VtC}imagined Joe ^{Comp}a friend.
 from: ^{VtC} ^{Comp}
 *Jack imagined a friend Joe.
 from:
 Jack imagined (comp) Joe.
 Joe is a friend.
9. The students ^{VtC}thought the test ^{Comp}difficult.
 from: ^{VtC} ^{Comp}
 *The students thought difficult the test.
 from:
 The students thought (comp) the test.
 The test is difficult.
10. Joan ^{VtC}called him ^{Comp}a nuisance.
 from: ^{VtC} ^{Comp}
 *Joan called a nuisance him.
 from:
 Joan called (comp) him.
 He is a nuisance.

11. They ^{VtC} elected ^{Comp} Mary secretary.
 from: ^{VtC} elected ^{Comp} secretary Mary.
 *They elected secretary Mary.
 from:
 They elected (comp) Mary.
 Mary is secretary.
12. The referee ^{VtC} pronounced ^{Comp} him winner.
 from: ^{VtC} pronounced ^{Comp} winner him.
 *The referee pronounced winner him.
 from:
 The referee pronounced (comp) him.
 He is winner.

Exercise 5, p. 15

There are two Exercise 5's in the Student Version. The one on page 15 will help students see if they can use complements in their own writing. Since answers will vary no key is possible. You should probably ask for some of the answers as a source of sentences for the class to discuss, however.

Page 16:

There is an error on page 16 of the Student Version. Dogcatcher should be labeled NP rather than Adj.

Exercise 5, p. 16

1. Joan called Bill a nuisance.
 Source: Bill is a nuisance.
2. I consider this test easy.
 Source: This test is easy.
3. The workers called the boys silly.
 Source: The boys are silly.
4. The men chose Linda chairman.
 Source: Linda is chairman.
5. The girls consider Gerry foolish.
 Source: Gerry is foolish.
6. My aunt named her baby Carolyn.
 Source: Her baby is Carolyn.
7. The sergeant considered his men fools.
 Source: His men are fools.
8. Max deemed Jill a friend.
 Source: Jill is a friend.

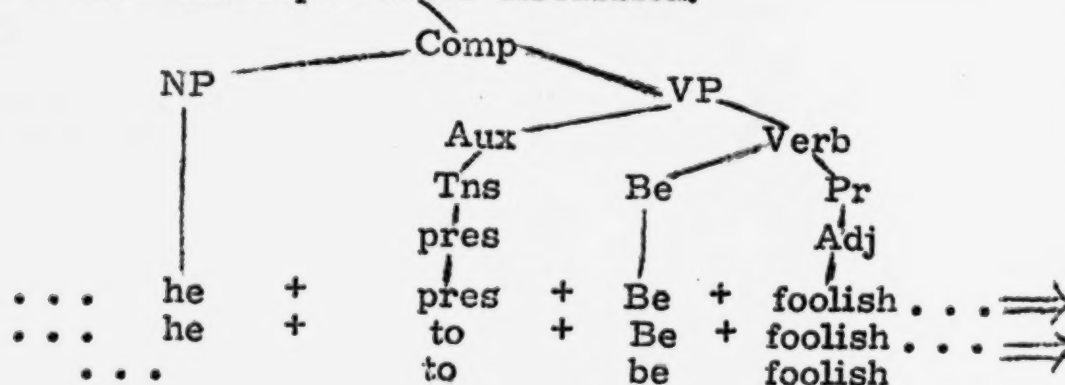
9. The hunters made the scouts comfortable.
Source: The scouts are comfortable.
- #10. Jack dared Whitey to be different.
Source: Whitey is different.

#Not exactly like #1-9. Your students may or may not recognize the source.

Exercise 6, p.19

Note 1: In the example only an idiot should be underlined twice.

Note 2: In connection with the diagram on page 19 you will need to explain that some of the source sentence has been deleted. You may or may not want to go into the matter of diagramming. To be perfectly accurate you would have to show that the entire source has been embedded and then partially deleted-- a step we have telescoped in our discussion.



1. The girls chose (comp) Mary. } =>
Mary is queen.
The girls chose to be queen Mary =>
The girls chose Mary to be queen.
- #2. I took (comp) him. } =>
He is a friend. }
I took to be a friend him =>
I took him to be a friend.
- #3. They elected (comp) him. } =>
He is president. }
They elected president him
or They elected to be president him =>
They elected him president.
or They elected him to be president.

#Here, and in items #3, 5, and 6 you may need to explain that he and him are two forms of the same word.

4. I took (comp) the list.
The list is unimportant. } $\Rightarrow$
 I took to be unimportant the list. $\Rightarrow$
 I took the list to be unimportant.
- #5. They challenged (comp) him.
He is honest. } $\Rightarrow$
 They challenged to be honest him. $\Rightarrow$
 They challenged him to be honest.
- #6. Joan's vote enabled (comp) him.
He is the manager. } $\Rightarrow$
 Joan's vote enabled to be manager him. $\Rightarrow$
 Joan's vote enabled him to be the manager.
7. I want (comp) you.
You are quiet. } $\Rightarrow$
 I want to be quiet you. $\Rightarrow$
 I want you to be quiet.

Exercise 7, p. 20

1. OB
2. B
3. OB
4. B
5. B
6. B
7. OE (For those people who say I want you quiet, we need an O as well as a E)

Exercise 8, p. 20

1. I challenged him to be first.

from: I challenged (comp) him. } $\Rightarrow$
 He is first.
 I challenged to be first him. $\Rightarrow$
 I challenged him to be first.

2. Father considered us incompetent.

from: Father considered (comp) us } $\Rightarrow$
 We are incompetent.
 Father considered to be incompetent us. $\Rightarrow$
 Father considered us to be incompetent.

3. The policeman called Tommy a delinquent.

from: The policeman called (comp) Tommy. } ⇒
Tommy is a delinquent.

The policeman called a delinquent Tommy ⇒
The policeman called Tommy a delinquent.

4. The decision entitled him to be treasurer.

from: The decision entitled (comp) him. } ⇒
He is treasurer.

The decision entitled to be treasurer him ⇒
The decision entitled him to be treasurer.

5. The sophomores elected Jackie cheerleader.

from: The sophomores elected (comp) Jackie. } ⇒
Jackie is cheerleader.

The sophomores elected cheerleader Jackie ⇒
The sophomores elected Jackie cheerleader.

Page 21:

The ungrammatical sentence John colored his paper parchment might present an opportunity for discussing how sometimes we break the rules of the grammar for a particular purpose. The recent fad for using the wrong kind of adjective with this kind of complement verb is a case in point. For instance,

Color me jealous.

Exercise 9, p. 23

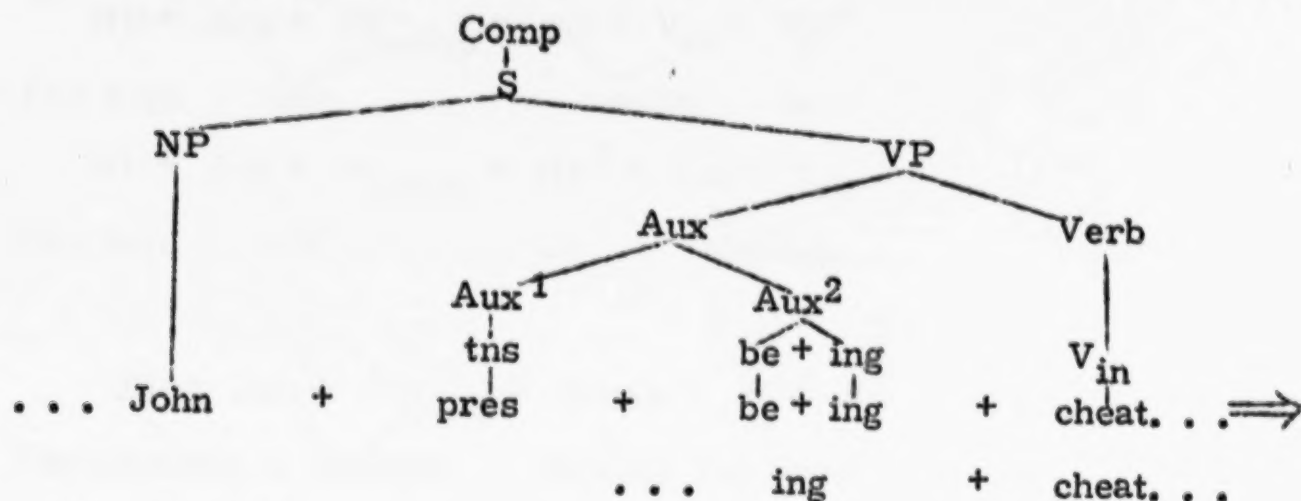
(Answers will vary. The following are illustrations.)

1. notice - They noticed ice forming on the wings.
2. choose - I chose the puppy sleeping by the door.
- #3. catch - The men caught a thief hiding upstairs.
4. call - I heard them calling for their dog.
5. hear - Someone heard me singing in the shower.
6. teach -
7. imagine - I can imagine him working at night.
8. feel - The men felt the chains slipping away.
9. allow -
10. apprehend - The guards apprehended them sneaking down the alley.
11. perceive - I perceived someone looking at me.
12. found - Someone found him starving in the closet.

#Many sentences with ing complements are, like the example in #3, ambiguous, which means there can be two derivations for them. In #3 hiding can be either a complement or part of a relative clause--who was hiding upstairs. This fact might give you an opportunity to talk about ambiguity. The point here, of course, is that verbs like catch can take ing complements. A verb like teach, #6, can't. I taught the puppy sleeping by the

door can only mean the puppy who was sleeping by the door; not I taught sleeping to the puppy by the door. I taught the boy reading would be something entirely different. It could mean I taught reading to the boy but reading would be a nominalization used as an indirect object.

#In the diagram on page 23 part of the source sentence has been deleted.



Exercise 10, p. 24

1. $NP + Aux + V_{tC} + Comp + NP^2$
 The police caught (comp) the man.
 $NP + Tns + be + ing + V_{tr} + NP$
 The man was picking the lock.
 $NP + Aux + V_{tcomp} + ing + V_{tr} \dots + NP^2$
 *The police caught picking the lock the man
 $NP + Aux + V_{tcomp} + NP^2 + ing + V_{tr} \dots$
 The police caught the man picking the lock.
2. $NP + Aux + V_{tcomp} + Comp + NP^2$
 A watchman heard (comp) the phone.
 $NP + Aux + be + ing + V_{in}$
 The phone was ringing.
 $NP + Aux + V_{tcomp} + ing + V_{in} + NP^2$
 *A watchman heard ringing the phone
 $NP + Aux + V_{tcomp} + NP^2 + ing + V_{in}$
 A watchman heard the phone ringing.

3. $\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{Comp} + \text{NP}^2 \\ \text{The dogs} \quad \text{saw} \quad (\text{comp}) \quad \text{us.} \end{array} \Rightarrow$
 $\begin{array}{c} \text{NP} + \text{Aux} + \text{be} + \text{ing} + \text{V}_{\text{in}} \\ \text{We} \quad \text{were} \quad \text{coming.} \end{array}$

$\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{ing} + \text{V}_{\text{in}} + \text{NP}^2 \\ * \text{The dogs} \quad \text{saw} \quad \text{coming} \quad \text{us} \end{array} \Rightarrow$

$\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{NP}^2 + \text{ing} + \text{V}_{\text{in}} \\ \text{The dogs} \quad \text{saw} \quad \text{us} \quad \text{coming.} \end{array}$

4. $\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{Comp} + \text{NP}^2 \\ \text{The tourists} \quad \text{noticed} \quad (\text{comp}) \quad \text{the lines.} \end{array} \Rightarrow$
 $\begin{array}{c} \text{NP} + \text{Aux} + \text{be} + \text{ing} + \text{V}_{\text{in}} \\ \text{The lines} \quad \text{were} \quad \text{forming.} \end{array}$

$\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{ing} + \text{V}_{\text{in}} + \text{NP}^2 \\ * \text{The tourists} \quad \text{noticed} \quad \text{forming} \quad \text{the lines} \end{array} \Rightarrow$

$\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{NP}^2 + \text{ing} + \text{V}_{\text{in}} \\ \text{The tourists} \quad \text{noticed} \quad \text{the lines} \quad \text{forming.} \end{array}$

5. $\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{Comp} + \text{NP}^2 \\ \text{Some boys} \quad \text{watched} \quad (\text{comp}) \quad \text{the river.} \end{array} \Rightarrow$
 $\begin{array}{c} \text{NP} + \text{Aux} + \text{be} + \text{ing} + \text{V}_{\text{in}} \\ \text{The river} \quad \text{was} \quad \text{rising.} \end{array}$

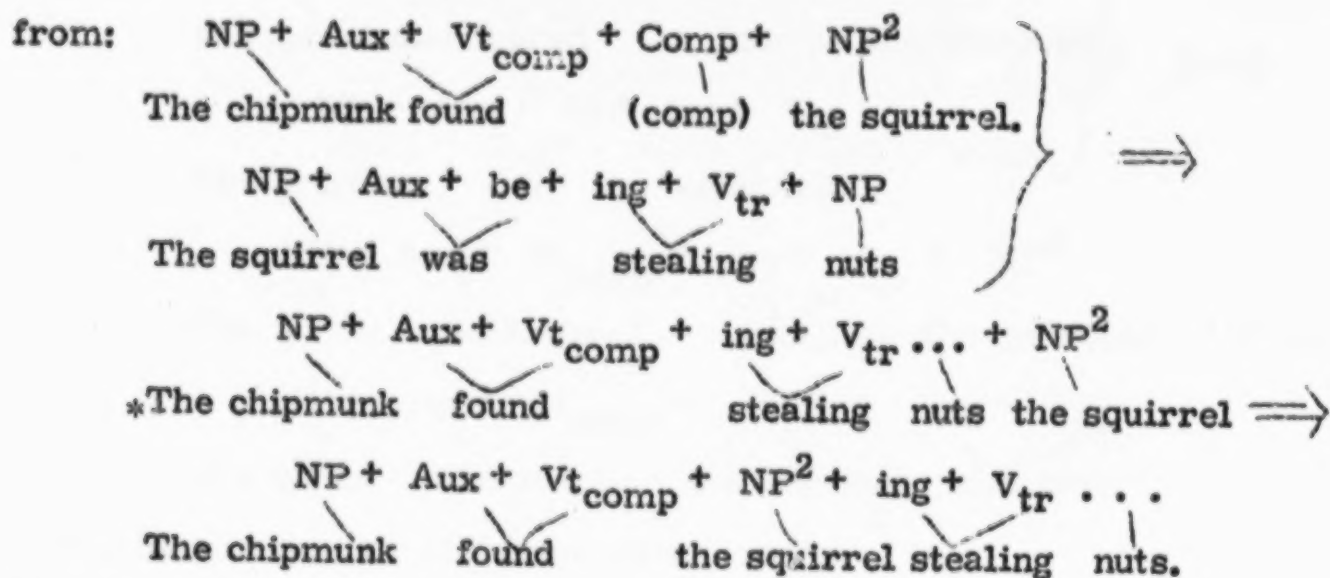
$\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{ing} + \text{V}_{\text{in}} + \text{NP}^2 \\ * \text{Some boys} \quad \text{watched} \quad \text{rising} \quad \text{the river} \end{array} \Rightarrow$

$\begin{array}{c} \text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{NP}^2 + \text{ing} + \text{V}_{\text{in}} \\ \text{Some boys} \quad \text{watched} \quad \text{the river} \quad \text{rising.} \end{array}$

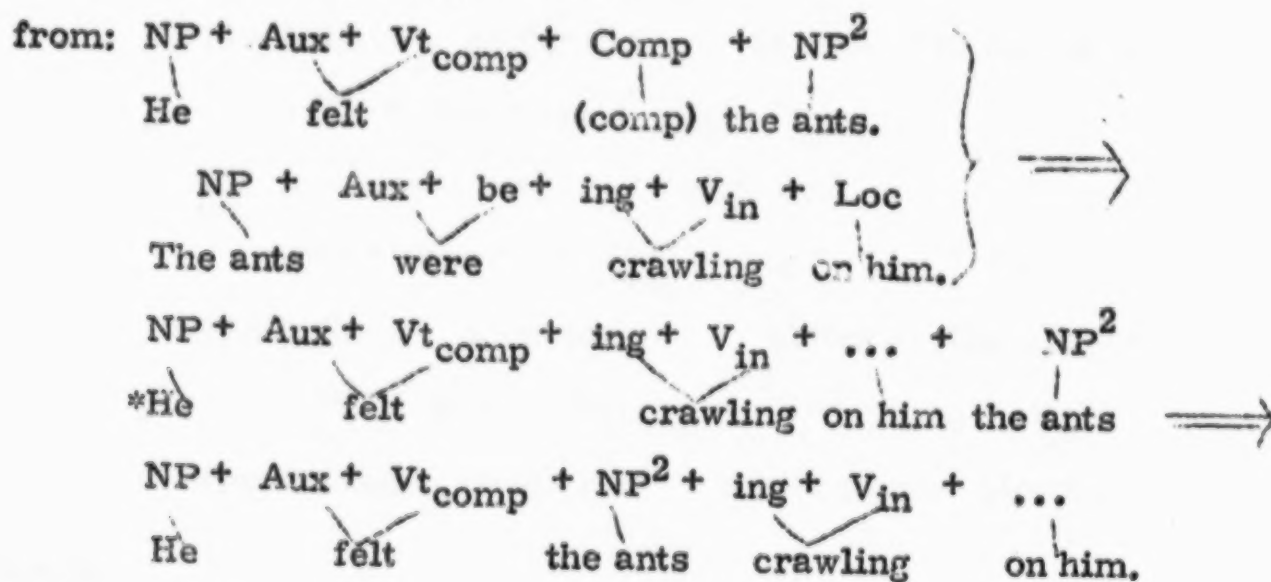
Exercise 11, p. 24

Part A:

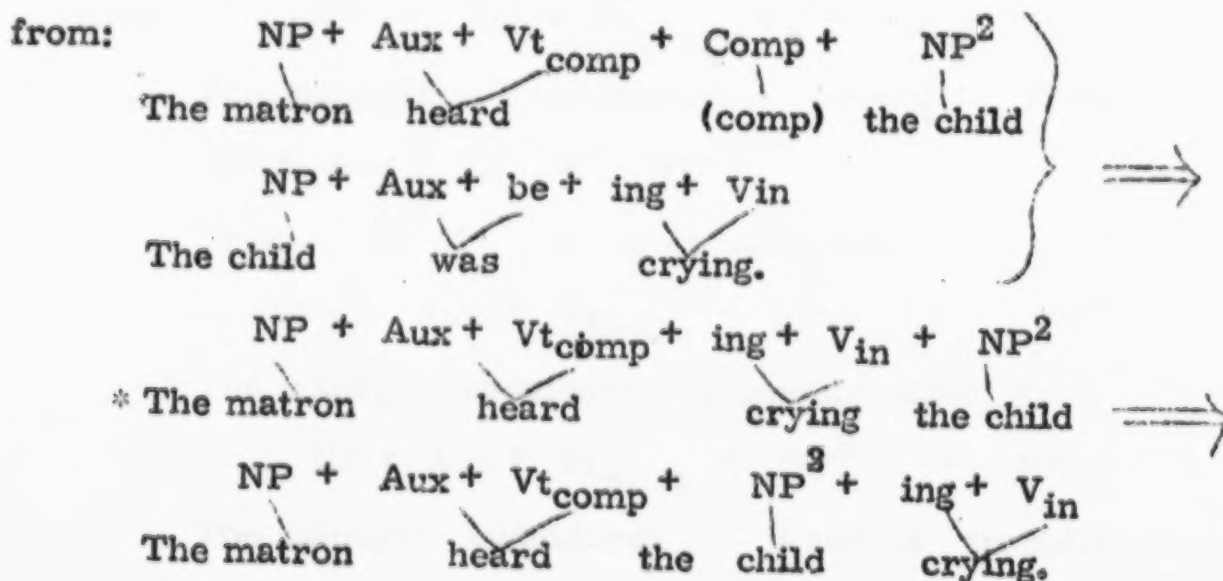
1. The chipmunk found the squirrel stealing nuts.



2. He felt the ants crawling on him.



3. The matron heard the child crying.



4. The tyrant discovered the prisoner escaping.

from: NP + Aux + Vt_{comp} + Comp + NP²
 The tyrant discovered (comp) the prisoner } ⇒
 NP + Aux + be + ing + V_{in}
 The prisoner was escaping.
 NP + Aux + Vt_{comp} + ing + V_{in} + NP²
 *The tyrant discovered escaping the prisoner ⇒
 NP + Aux + Vt_{comp} + NP² + ing + V_{in}
 The tyrant discovered the prisoner escaping.

5. The Indians surprised the farmers plowing.

from: NP + Aux + Vt_{comp} + Comp + NP²
 The Indians surprised (comp) the farmers. } ⇒
 NP + Aux + be + ing + V_{in}
 The farmers were plowing.
 NP + Aux + Vt_{comp} + ing + V_{in} + NP²
 *The Indians surprised plowing the farmers ⇒
 NP + Aux + Vt_{comp} + NP² + ing + V_{in}
 The Indians surprised the farmers plowing.

Part B:

1. The manager considered Fred a troublemaker.

from: NP + Aux + Vt_{comp} + Comp + NP²
 The manager considered (comp) Fred } ⇒
 NP + Aux + Be + NP
 Fred is a troublemaker.
 NP + Aux + Vt_{comp} + NP + NP²
 *The manager considered a troublemaker Fred ⇒
 NP + Aux + Vt_{comp} + NP² + NP
 The manager considered Fred a troublemaker.

2. The governor named Joe a representative.

from: $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{Comp} + \text{NP}^2$
 The governor named (comp) Joe.
 $\text{NP} + \text{Aux} + \text{Be} + \text{NP}$
 Joe is a representative.
 $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{NP} + \text{NP}^2$
 *The governor named a representative Joe $\Rightarrow$
 $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{NP}^2 + \text{NP}$
 The governor named Joe a representative.

3. Miss Derry noticed her taking notes.

from: $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{Comp} + \text{NP}^2$
 Miss Derry noticed (comp) her
 $\text{NP} + \text{Aux} + \text{be} + \text{ing} + \text{V}_{\text{tr}} + \text{NP}$
 She was taking notes.
 $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{ing} + \text{V}_{\text{tr}} + \text{NP}^2$
 *Miss Derry noticed taking notes her $\Rightarrow$
 $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{NP}^2 + \text{ing} + \text{V}_{\text{tr}}$
 Miss Derry noticed her taking notes.

4. The dramamine made Cynthia sleepy.

from: $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{Comp} + \text{NP}^2$
 The dramamine made (comp) Cynthia
 $\text{NP} + \text{Aux} + \text{Be} + \text{Adj}$
 Cynthia is sleepy.
 $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{Adj} + \text{NP}^2$
 *The dramamine made sleepy Cynthia $\Rightarrow$
 $\text{NP} + \text{Aux} + \text{Vt}_{\text{comp}} + \text{NP}^2 + \text{Adj}$
 The dramamine made Cynthia sleepy.

5. We could imagine the team pushing the bus.

from: NP + Aux + Vt_C + Comp + NP²

We could imagine (comp) the team.

NP + Aux + be + ing + V_{tr} + NP

The team was pushing the bus.

NP + Aux + Vt_{comp} + ing + V_{tr} . . . + NP²

*We could imagine pushing the bus the team

NP + Aux + Vt_{comp} + NP² + ing + V_{tr} . . .

We could imagine the team pushing the bus.

Exercise 12, p.26

NP + Aux + Vt_C + NP² + Comp

1. June found Martha cleaning.

NP + Aux + Vt_C + NP² + Comp

2. June took Martha to be the maid.

NP + Aux + Vt_C + NP² + Comp

3. June appointed Martha chairman.

NP + Aux + Vt_C + NP² + Comp

4. Martha caught June laughing.

NP + Aux + Vt_C + NP² + Comp

*5. Martha wanted June to go.

* contains a different kind of complement.

Exercise 13, p.27

1. Fletcher ordered (comp) the men. } ⇒
The men lowered the sails

*Fletcher ordered to lower the sails the men ⇒

Fletcher ordered the men to lower the sails.

* Ungrammatical intermediate step

2. Carrie wanted (comp) me. } ⇒
I go with her.

*Carrie wanted to go with her me ⇒

Carrie wanted me to go with her.

3. Miss Duke taught (comp) the class. } ⇒
The class takes notes.

*Miss Duke taught to take notes the class ⇒

Miss Duke taught the class to take notes.

4. Arthur urged (comp) his father. } ⇒
His father visits him.

*Arthur urged to visit him his father ⇒

Arthur urged his father to visit him.

5. The scoutmaster chose (comp) Steve. { ⇒
Steve raises the flag.

*The scoutmaster chose to raise the flag Steve ⇒

The scoutmaster chose Steve to raise the flag.

6. Carl persuaded (comp) the boy. } ⇒
The boy becomes industrious.

*Carl persuaded to become industrious the boy ⇒

Carl persuaded the boy to become industrious.

7. Mother forced (comp) Bobby. } ⇒
Bobby eats carrots.

*Mother forced to eat carrots Bobby. ⇒

Mother forced Bobby to eat carrots.

8. The law allows (comp) people. } ⇒
People drive fast on the freeways.

The law allows to drive fast on the freeways people ⇒

The law allows people to drive fast on the freeways.

Exercise 14, pp. 27-28

(To avoid ambiguity you should ask your students to change #4 to The principal preferred Joan to type.)

1. He chose Fanny to represent him.

from:

NP + Aux + V_{tC} + Comp + NP²
He chose (comp) Fanny.

NP + Aux + V_{tr} + NP
Fanny represents him.

NP + Aux + V_{tC} + Comp + NP²
*He chose to represent him Fanny ⇒

NP + Aux + V_{tC} + NP² + Comp
He chose Fanny to represent him.

2. Coco wanted the clowns to dance.

from:

NP + Aux + V_{tC} + Comp + NP²
Coco wanted (comp) the clowns

NP + Aux + V_{in}
The clowns dance.

NP + Aux + V_{tC} + Comp + NP²
*Coco wanted to dance the clowns ⇒

NP + Aux + V_{tC} + NP² + Comp
Coco wanted the clowns to dance.

3. We found Miss Marlatt knitting.

from:

NP + Aux + V_{tC} + Comp + NP²
We found (comp) Miss Marlatt.

NP + Aux + Be + ing + V_{in}
Miss Marlatt is knitting.

NP + Aux + V_{tC} + Comp + NP²
*We found knitting Miss Marlatt ⇒

NP + Aux + V_{tC} + NP² + Comp
We found Miss Marlatt knitting.

4. The principal preferred Joan to type.
from:

NP + Aux + Vt_C + Comp + NP²
The principal preferred (comp) Joan.
NP + Aux + V_{in}
Joan types.

NP + Aux + Vt_C + Comp + NP²
*The principal preferred to type Joan
NP + Aux + Vt_C + NP² + Comp
The principal preferred Joan to type.

5. The cop ordered us to stop.
from:

NP + Aux + Vt_C + Comp + NP²
The cop ordered (comp) us.
NP + Aux + V_{in}
We stop.

NP + Aux + Vt_C + Comp + NP²
*The cop ordered to stop us
NP + Aux + Vt_C + NP² + Comp
The cop ordered us to stop.

6. The judge persuaded him to release us.
from:

NP + Aux + Vt_C + Comp + NP²
The judge persuaded (comp) him.
NP + Aux + V_{tr} + NP²
He released us.

NP + Aux + Vt_C + Comp + NP²
*The judge persuaded to release us him
NP + Aux + Vt_C + NP² + Comp
The judge persuaded him to release us.

7. The coach is teaching the team to scrimmage.
from:

NP + Aux + be + ing + Vt_C + Comp + NP²
The coach is teaching (comp) us. } ⇒
NP + Aux + V_{in}
We scrimmage.

NP + Aux + be + ing + Vt_C + Comp + NP²
*The coach is teaching to scrimmage us ⇒
NP + Aux + be + ing + Vt_C + NP² + Comp
The coach is teaching us to scrimmage.

8. Nancy begged a friend to smile.
from:

NP + Aux + Vt_C + Comp + NP²
Nancy begged (comp) a friend. } ⇒
NP + Aux + V_{in}
A friend smiled.

NP + Aux + Vt_C + Comp + NP²
*Nancy begged to smile a friend ⇒
NP + Aux + Vt_C + NP² + Comp
Nancy begged a friend to smile.

9. Aunt Polly meant them to hear.
from:

NP + Aux + Vt_C + Comp + NP²
Aunt Polly meant (comp) them. } ⇒
NP + Aux + V_{in}
They heard.

NP + Aux + Vt_C + Comp + NP²
*Aunt Polly meant to hear them ⇒
NP + Aux + Vt_C + NP² + Comp
Aunt Polly meant them to hear.

10. Father allowed Joan to drive.
from:

NP + Aux + Vt_C + Comp + NP²
Father allowed (comp) Joan. } ⇒
NP + Aux + V_{in}
Joan drives.

NP + Aux + Vt_C + Comp + NP²
*Father allowed to drive Joan ⇒
NP + Aux + Vt_C + NP² + Comp
Father allowed Joan to drive.

Exercise 15, p.28

1. Onions caused him to cry.
2. Pete advised the crew to go.
3. I caught them gossiping.
4. The boy made the dog comfortable.
5. The squad elected Mary major.
6. We saw the sharks swimming.
7. The class called him captain.
8. Charlie wants us to be accurate.
9. Measles forced us to remain.
10. I call that stupid.
11. The faculty voted him the best.
12. The vote enabled him to graduate.
13. Our class heard the band playing.
14. We preferred Mr. Miller to lead us.

Note: On page 29 the sentences derived from examples 1, 2, and 3 are:

1. I want them ^{comp} to apologize.
2. I taught him ^{comp} to apologize.
3. They made me ^{comp} apologize.

Exercise 16, p. 30

1. Father forced (comp) John } $\Rightarrow$
John goes
*Father forced to go John $\Rightarrow$
Father forced John to go.
2. We saw (comp) the wall } $\Rightarrow$
The wall crumbles
*We saw crumble the wall $\Rightarrow$
We saw the wall crumble.
3. The advisor made (comp) John } $\Rightarrow$
John dances
*The advisor made dance John $\Rightarrow$
The advisor made John dance.
4. The conductor had (comp) Jim } $\Rightarrow$
Jim sings
*The conductor had sing Jim $\Rightarrow$
The conductor had Jim sing.
5. Everyone saw (comp) Liston } $\Rightarrow$
Liston fell
*Everyone saw fall Liston $\Rightarrow$
Everyone saw Liston fall.
6. I felt (comp) the bough } $\Rightarrow$
The bough breaks
*I felt break the bough $\Rightarrow$
I felt the bough break.
7. The class heard (comp) the bell } $\Rightarrow$
The bell rings
*The class heard ring the bell $\Rightarrow$
The class heard the bell ring.

8. Miss Witherspoon helped (comp) Biff } ⇒
Biff writes the story
- * Miss Witherspoon helped write the story Biff ⇒
Miss Witherspoon helped Biff write the story.
9. Miss Witherspoon taught (comp) Biff } ⇒
Biff writes the story
- * Miss Witherspoon taught to write the story Biff ⇒
Miss Witherspoon taught Biff to write the story.
10. Mr. Walker persuaded (comp) Stewart } ⇒
Stewart takes down the sign
- * Mr. Walker persuaded to take down the sign Stewart ⇒
Mr. Walker persuaded Stewart to take down the sign.
11. Mr. Walker let (comp) Stewart } ⇒
Stewart takes down the sign
- * Mr. Walker let take down the sign Stewart ⇒
Mr. Walker let Stewart take down the sign.
12. Stewart wanted (comp) Mr. Walker } ⇒
Mr. Walker takes down the sign
- * Stewart wanted to take down the sign Mr. Walker ⇒
Stewart wanted Mr. Walker to take down the sign.

Exercise 17, p. 30

1. The ranger allowed us to enter the forest.
from: The ranger allowed (comp) us.
We entered the forest.
2. We found him setting a trap.
from: We found (comp) him.
He set a trap.
3. The people saw the rocket take off.
from: The people saw (comp) the rocket.
The rocket took off.

4. Thoreau could hear the frogs croaking.
from: Thoreau could hear (comp) the frogs.
The frogs are croaking.
5. We will be permitting them to camp here.
from: We will be permitting (comp) them.
They camp here.
6. A scholarship enabled Ellen to enter college.
from: A scholarship enabled (comp) Ellen.
Ellen entered college.
7. A scholarship helped Maryjane go to college.
from: A scholarship helped (comp) Maryjane.
Maryjane went to college.
8. Good teachers make students correct their mistakes.
from: Good teachers make (comp) students.
Students correct their mistakes.
9. Some teachers allow us to take books home.
from: Some teachers allow (comp) us.
We take books home.
10. Tom noticed the crowd running down the street.
from: Tom noticed (comp) the crowd.
The crowd was running down the street.

REVIEW OF EMBEDDING AND CONJUNCTIVE TRANSFORMATIONS

This unit presents a somewhat fragmentary review of embedding and conjunctive transformations as a background for the Noun Clause Embedding unit which follows. Many students may require a more detailed reminder of the processes involved here.

Relative Clauses. Some students may not immediately identify the various kinds of relative embedding which they studied in Language II with the term relative clause.

Embedding the Predicate. This kind of embedding accounts for embedding source sentences whose form is $NP + Aux + Be + Pr$ into another sentence where there is an NP identical to the subject NP of the source. In other words NP_1 must equal NP_2 . As students work through A and B of the Review Exercises, pp. 37-39, they will recall that all three kinds of Pr's are embedded in the same way:

Adjective

- (1) The tall building blocked the view.
 The building blocked the view. } $\Rightarrow$
 The building is tall.
 The building which is tall blocked the view. $\Rightarrow$
 The tall building blocked the view.

The NP of the source sentence is replaced by who or which, or by that. The source sentence is then embedded in the consumer right after the identical NP. This transformation can be expressed symbolically as

$$NP_2 + \dots NP_1 \dots Pr \} \Rightarrow$$

$$\dots NP_1 + \left\{ \begin{array}{l} \text{who or which} \\ \text{that} \end{array} \right\} + Aux + Be + Pr. \dots \Rightarrow NP + Pr. \dots$$

Because adjective Pr's precede the NP, the final step must be

$$\dots T + N + N^0 + Adj \Rightarrow \dots T + Adj + N + N^0$$

Locative Adverb

- (2) The building on the corner has stood for years.
 The building has stood for years. } $\Rightarrow$
 The building is on the corner.
 The building which is on the corner has stood for years. $\Rightarrow$
 The building on the corner has stood for years.

Because no reordering occurs here, the rule is reduced by one step:

$$NP_2 + \dots NP_1 \dots Pr \} \Rightarrow$$

$$\dots NP_1 + \left\{ \begin{array}{l} \text{who or which} \\ \text{that} \end{array} \right\} + Aux + Be + Pr. \dots \Rightarrow NP_1 + Pr$$

Noun appositives

- (3) The building, a skyscraper, has many windows.
 The building has many windows. } $\Rightarrow$
 The building is a skyscraper. }
 The building which is a skyscraper has many windows. $\Rightarrow$
 The building, a skyscraper, has many windows.

Of course, in the appositive, we do not place the embedded NP before the NP of the consumer.

Embedding More Than One Source.

- (4) The large gentlemen at the desk designed the building, a skyscraper.

This somewhat complex sentence exemplifies the recursive nature of language. (A comprehensive description of recursiveness appears in the Language V curriculum.) Any attempt at analysis also reveals the inadequacy of the embedding rules formulated in Language II to account for recursive sentences.

According to the rules we have written, the sentence has three underlying source sentences and requires three embeddings:

- Consumer--The gentlemen designed the building.
Source 1--The gentlemen are large.
Source 2--The gentlemen are at the desk.
Source 3--The building is a skyscraper.

The first embedding embeds Source 1 into the Consumer:

- The gentlemen designed the building. } $\Rightarrow$
 S₁ - The gentlemen are large. }
 The gentlemen who are large designed the building.
 (1) The large gentlemen designed the building.

The second embedding embeds Source₂ into (1), the result of the first embedding:

- The large gentlemen designed the building. } $\Rightarrow$
 S₂ - The gentlemen are at the desk. }
 The large gentlemen who are at the desk designed the building. $\Rightarrow$
 (2) The large gentlemen at the desk designed the building.

A third embedding embeds Source₃ into (2), the result of the other two embeddings:

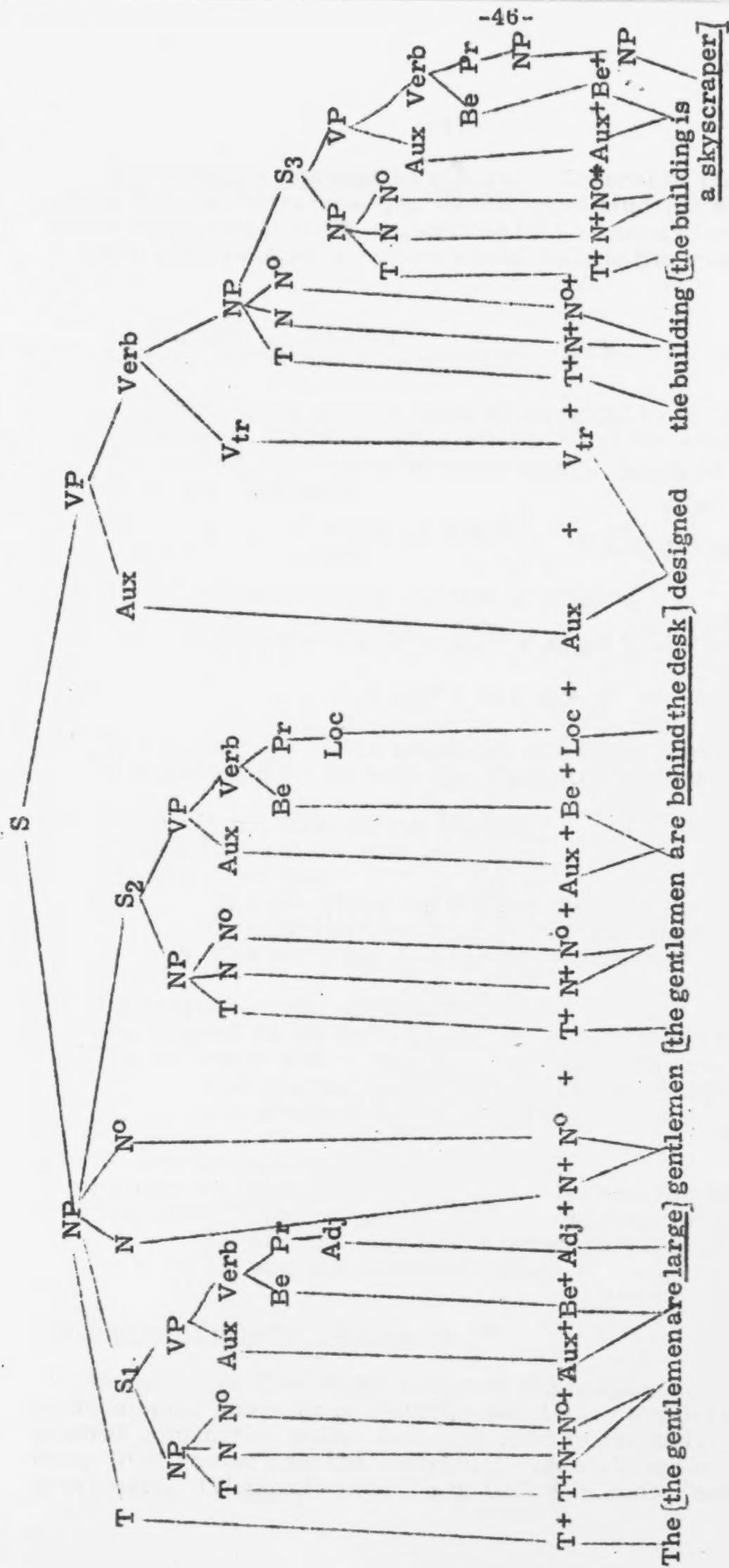
- (2) The large gentlemen at the desk designed the building. } $\Rightarrow$
 S₃ - The building is a skyscraper. }
 The large gentlemen at the desk designed the building }
 which is a skyscraper. $\Rightarrow$
 (3) The large gentlemen at the desk designed the building, a skyscraper.

Linguists feel that a simpler and more accurate analysis of the sentence permits the introduction into the kernel or base sentence of a symbol which stands for the source sentence that is to be embedded. (We have used the same notion to account for questions, negatives, and imperatives.) The underlying string for (3) then would be

$$T + S_1 + N + \text{plur} + S_2 + \text{past} + V_{tr} + T + N + \text{sing} + S_3$$

if we let S_1 stand for the first source sentence, S_2 for the second, and S_3 for the third.

Linguists are still working on the correct form for this kind of embedding. The following diagram of this sentence shows one possible way. Some students might find it interesting and revealing. (Diagram on following page.)



The string of course must undergo a deletion step to produce the sentence desired.

$$T \cdot Adj + N^+ N^0 + Loc + Aux + V_{tr} + T^+ N^+ N^0 + NP$$

The large gentlemen behind the desk designed the building a skyscraper.

Embedding a possessive clause. Several of the sentences in B of the Review Exercises, pp. 38-39, give students an opportunity to check their recall of the embedding that accounts for possessive nouns. A more comprehensive review would include the rule to embed it. Its form is

Consumer: . . . NP . . .
Source: NP^S + Aux + have + NP² } $\Rightarrow$

(The NP² of the source must be identical to an NP in the consumer. We have indicated the NP of the source as NP^S. The NP² of the source becomes whom, which or that and shifts its position.)

. . . NP + { whom or which
that } + NP^S + Aux + have + . . . $\Rightarrow$

(then the whom, which or that is deleted.)

. . . T + N + N^O + NP^S + Aux + have + . . . $\Rightarrow$

. . . + NP^S + 's + N + N^O

(In this step NP of the consumer has to be rewritten T + N + N^O, to allow for NP + 's from the source to replace the T.)

- (1) The boy's hat flew out the window.
The hat flew out the window. } $\Rightarrow$
The boy has a hat.

The hat which the boy has flew out the window. $\Rightarrow$

The hat the boy has flew out the window. $\Rightarrow$

The boy's hat flew out the window.

- (2) Joe stepped on the cat's tail.

Joe stepped on the tail. } $\Rightarrow$
The cat has a tail.

Joe stepped on the tail
which the cat has. $\Rightarrow$

Joe stepped on the tail the cat has. $\Rightarrow$

Joe stepped on the cat's tail.

- (3) He saw the children's play.

He saw the play. } $\Rightarrow$
The children have a play.

He saw the play which the
children have. $\Rightarrow$

He saw the play the children have. $\Rightarrow$

He saw the children's play.

Conjunctive Transformations, p. 36

In Language II students analyzed the conjunctive transformation by developing subrules to describe particular applications of the general conjunction rule. You may need to remind students that one rule, GCR, covers all the individual cases which they have studied previously. (This rule must be qualified in some instances.)

In symbols, GCR states that

$$\left. \begin{array}{c} \dots X \dots \\ \dots Y \dots \end{array} \right\} \Rightarrow \dots X+ \text{ and } +Y \dots \text{ where the context of } Y \text{ is identical to that of } X \text{ and } X \text{ and } Y \text{ are constituents of the same type.}$$

(And is the symbol for the coordinating conjunctions--and, but, for, or, nor, yet, and so.)

Any two sentences can be joined by the sentence conjunction, but other conjunctions are rigidly restricted.

Verb Conjunctions, p.36

- (1) Joe studied hard and passed the exam.
 Joe studied hard. } $\Rightarrow$ Joe studied hard and
 Joe passed the exam. } passed the exam.

Verb conjunctions are possible if two sentences are alike in every respect except the verb and if the verbs derive from the same point in the branching diagram.

$$\left. \begin{array}{c} \dots + VP_1 \\ \dots + VP_2 \end{array} \right\} \Rightarrow \dots VP^1 \text{ and } + VP^2$$

Adverb Conjunctions, p.36

- (2) The fly crawled up and down.
 The fly crawled up. } $\Rightarrow$ The fly crawled up and
 The fly crawled down. } down.

An adverb conjunction can take place when two sentences are alike in every respect except for adverbs, if those adverbs are of the same kind.

$$\begin{array}{l} \left. \begin{array}{c} \dots Tm_1 \\ \dots Tm_2 \end{array} \right\} \Rightarrow \dots + Tm_1 \text{ and } + Tm_2 \\ \left. \begin{array}{c} \dots Man_1 \\ \dots Man_2 \end{array} \right\} \Rightarrow \dots + Man_1 \text{ and } + Man_2 \\ \left. \begin{array}{c} \dots Loc_1 \\ \dots Loc_2 \end{array} \right\} \Rightarrow \dots + Loc_1 \text{ and } + Loc_2 \\ \left. \begin{array}{c} \dots Dir_1 \\ \dots Dir_2 \end{array} \right\} \Rightarrow \dots + Dir_1 \text{ and } + Dir_2 \end{array}$$

Subject Conjunction, p. 36

- (3) The Capulets and the Montagues were involved in a feud.
 The Capulets were involved in a feud. } $\Rightarrow$
 The Montagues were involved in a feud. }
 The Capulets and the Montagues were involved in a feud.

This conjunction can take place when the consumer and source sentences differ only in their subject NP's.

$$\left. \begin{array}{l} NP_1 + \dots \\ NP_2 + \dots \end{array} \right\} \Rightarrow NP_1 + \text{and} + NP_2 \dots$$

Conjunctions Formed with Other Parts of the VP

Students will need to review other conjunctions in order to do C and D in Review Exercises, pp. 39-40.

Object Conjunctions.

Three possibilities for object NP's in forming conjunctive transformations are

- 1) The object NP's can be part of the general VP conjunction, remaining attached to their Vtr's. This transformation produces sentences like

Agnes made the lemonade and baked a cake.

$$\left. \begin{array}{l} \dots V_{tr1} + NP^2 \\ \dots V_{tr2} + NP^2 \end{array} \right\} \Rightarrow \dots + V_{tr1} + NP^2 + \text{and} + V_{tr2} + NP^2$$

- 2) The object NP's of two different verbs may be the same.

I have finished my test. } $\Rightarrow$ I have finished and will hand
I will hand in my test. } in my test.

$$\left. \begin{array}{l} \dots V_{tr1} \dots \\ \dots V_{tr2} \dots \end{array} \right\} \Rightarrow \dots V_{tr1} + \text{and} + V_{tr2} + \dots$$

- 3) The object NP's may be the only elements that are different in a pair of sentences.

Mrs. Adams served lemonade at the party. } $\Rightarrow$
 Mrs. Adams served cookies at the party. }
 Mrs. Adams served lemonade and cookies at the party.

$$\left. \begin{array}{l} \dots NP_1^2 \\ \dots NP_2^2 \end{array} \right\} \Rightarrow \dots + NP_1^2 + \text{and} + NP_2^2$$

Predicate Conjunctions.

When all elements in two sentences are alike except for the Pr's, a conjunctive transformation involving both Pr's can take place if the Pr's are the same kind. This permits conjunctions like

The nurse is young.
The nurse is pretty. } $\Rightarrow$ The nurse is young
and pretty.

but not

The nurse is pretty.
The nurse is in Vietnam. } $\Rightarrow$ *The nurse is pretty
and in Vietnam.

(Two different kinds of predicates could be joined if we go back to the point where the whole verb--Be + Pr--branches on the diagram and include both the Be's with the predicates--The nurse is pretty and is in Vietnam.)

Because an understanding of the conjunctive transformation gives students a background to understand the rhetorical principle of parallel structure, special attention to the concept of parallelism might be profitable at this point.

Complement embedding, p. 37

Most students should require little, if any, additional review of this embedding. Sections E and F of the Review Exercises, p. 40 should direct each student to the kind of review he needs.

Review Exercises: pp. 37-40

- A. 1. The jaguar drops from trees.
The jaguar is a cat. } $\Rightarrow$ The jaguar which is a cat
drops from trees. $\Rightarrow$
The jaguar, a cat, drops
from trees.
2. The child is pouting in the corner.
The child is stubborn. } $\Rightarrow$ The child who is stubborn
is pouting in the corner. $\Rightarrow$
The stubborn child is
pouting in the corner.
3. The pitcher stood on the mantle.
The pitcher is expensive. } $\Rightarrow$ The pitcher which is ex-
pensive stood on the
mantle. $\Rightarrow$
The expensive pitcher stood
on the mantle.
4. The dog bared his teeth.
The dog is under the table. } $\Rightarrow$ The dog which is under the
table bared his teeth. $\Rightarrow$
The dog under the table bared
his teeth.

5. Some tourists are trampling the flowers.
The tourists are curious. } ⇒ Some tourists who are curious are trampling the flowers. ⇒
Some curious tourists are trampling the flowers.
6. Shadows stretched across the campus.
Shadows are long. } ⇒ Shadows which are long stretched across the campus. ⇒
Long shadows stretched across the campus.
7. The books will help you.
The books are on the shelf. } ⇒ The books which are on the shelf will help you. ⇒
The books on the shelf will help you.
The books on the shelf will help you. } ⇒
The shelf is long.
The books on the shelf which is long will help you. ⇒
The books on the long shelf will help you.
- Here again bright students might enjoy diagraming "this embedding into an embedding."
8. The costumes will be used in the play.
The costumes are elaborate. } ⇒
The costumes which are elaborate will be used in the play. ⇒
The elaborate costumes will be used in the play.
9. The lifeguard saved the child.
The lifeguard is alert. } ⇒ The lifeguard who is alert saved the child.
The alert lifeguard saved } ⇒ The alert lifeguard saved the
the child. } ⇒ child who is small. ⇒
The child is small. } ⇒ The alert lifeguard saved the small child.
10. The doctor set the bone. } ⇒ The doctor who is a specialist
The doctor is a specialist. } ⇒ set the bone. ⇒
The doctor who is a specialist set the bone. } ⇒
The specialist is at the hospital. } ⇒
The doctor who is a specialist who is at the
hospital set the bone. ⇒
The doctor who is a specialist at the hospital
set the bone.

B., p. 38

(In #8, ask your students to write gigantic instead of giant.)

1. The + man + sing + past + administer + Ø + oxygen + sing.
The + man + sing + pres + Be + a + doctor + sing.
2. Ø + He + sing + past + make + a + report + sing.
The + report + sing + pres + Be + brilliant.

3. The + paper + sing + pres + Be + about genetics.
The + paper + sing + pres + Be + on top.

(This sentence may inspire some debate as to what kind of Pr about genetics is. It obviously isn't a Loc as is on top. It actually is a kind of adjective, a prepositional phrase used as an adjective.)

4. The + student + plur + past + write + the + sentence + plur.
The + sentence + plur + pres + Be + underlying.

(Underlying is, of course, a form derived from another sentence.)

5. A + driver + sing + past + be + ing + weave + across the road.
The + driver + sing + pres + Be + crazy.
6. Ø + He + sing + pres + be + ing + look + for + a + needle + sing.
The + needle + sing + pres + Be + in + a + haystack + sing.
7. Ø + We + plur + pres + have + an + assignment + sing.
The + assignment + sing + pres + Be + long.
The + assignment + sing + pres + Be + a + term paper + sing.

(Students may consider term paper as the noun here in order to avoid the confusion of adding a third embedded element.)

8. The + plane + sing + past + circle + the + runway + sing.
The + plane + sing + pres + Be + gigantic.
The + runway + sing + pres + Be + icy.
9. The + child + sing + pres + Be + a + swimmer + sing.
The + child + sing + pres + Be + in + the + boat + sing.
The + swimmer + sing + pres + Be + good.
10. The + tree + sing + past + fall + on + the + car + sing.
The + tree + sing + pres + Be + on + the + corner + sing.
The + car + sing + pres + Be + black.
11. The + machine + sing + pres + Be + spectacular.
Ø + John + sing + pres + have + the + machine + sing.
12. Ø + Wilfred + sing + past + ring + the + bell + sing.
The + superintendent + sing + pres + have + the + bell + sing.
13. Ø + Somebody + sing + past + overturn + the + raft + plur.
The + boy + plur + pres + have + the + raft + plur.

(Students will be interested to note that the first sentence here must undergo the passive transformation before the embedding operation occurs.)

14. NP + plur + past + listen + to + the + advice + sing.
The + guide + sing + has + the + advice + sing.

(Words such as they and we present problems when we attempt to account for them with our present rules. Each one is a unique combination of person, number and gender. Clearly we need a way to indicate the 3rd person plural → they. In no real sense is they the plural of he nor we of I. But this has not been worked out. Perhaps the easiest thing to do is to ask your students to simply call such constructions NP and not expect them to break them down. This doesn't preclude your talking about the various forms of the pronouns and the fact that they are unique and display features not found in many nouns. Good students should be interested in noting the absence of a plural form for she, he, I, etc.)

15. Ø + She + sing + past + give + to + him + the + address + sing.
Ø + John + sing + pres + have + the + address + sing.

(This sentence involves the indirect object which has this underlying symbol string:

NP + Aux + V_{tio} + prep + NP³ + NP²
She gave to him the address.

- C. 1. Mark Twain is an American author. } ⇒
Washington Irving is an American author. }
Mark Twain and Washington Irving are American authors.

(Students will probably be able to account for the changes in the verb form and in the number of the noun, author.)

2. Harris sat in his office. } ⇒
Harris smoked. }
Harris sat in his office and smoked.
3. The roses should be pruned. } ⇒
The roses should be fertilized. }
The roses should be pruned and fertilized.

(The sentences, of course, are passive transformations, so we really have a conjunction of two transforms here.)

4. The raccoon has been coming all summer. } ⇒
The raccoon has been going all summer. }
The raccoon has been coming and going all summer.
5. I have finished the book. } ⇒
I will return the book. }
I have finished and will return the book.

6. The British fought on the beaches. }
The British fought in the towns. } $\Rightarrow$
The British fought on the beaches and in the towns.
7. Bombs dropped on Dresden. }
Bombs dropped on Hamburg. } $\Rightarrow$
Bombs dropped on Dresden and Hamburg.
8. The boy is quiet. }
The boy is a cripple. } $\Rightarrow$ A predicate conjunction is impossible
because quiet and a cripple are not
the same kind of Pr.

We could accept a conjunction of the VP's, however.
The boy is quiet and is a cripple.
9. The fools put the bananas in the refrigerator. }
The fools put the milk in the oven. } $\Rightarrow$
The fools put the bananas in the refrigerator and
the milk in the oven.
10. The play is excellent. }
The play is in Chicago. } $\Rightarrow$ The different kinds of Pr (in Chicago
and excellent) make a predicate con-
junction impossible, but the verb
conjunction The play is excellent and
is in Chicago, would be acceptable.

D. pp. 39-40

1. $\emptyset$ + he + sing + pres + will + lecture + at + the + college + sing
+ on + $\emptyset$ + April 6 + sing.
 $\emptyset$ + he + sing + pres + will + lecture + at + the + University + sing
+ on + $\emptyset$ + April 13 + sing.
2. The + speaker + sing + pres + will + discuss + $\emptyset$ + language + sing.
The + speaker + sing + pres + will + discuss + $\emptyset$ + linguistics
+ sing.
3. The + storm + sing + past + level + the + oak + plur.
The + storm + sing + past + level + $\emptyset$ + poplar + plur.
4. The + cat + sing + past + moan + in + his + sleep + sing.
The + cat + sing + past + groan + in + his + sleep + sing.

(In both of these, his has been derived from an embedded
sentence. So this is a case of conjoining two transformed
sentences.)
5. The + student + plur + pres + must + take + $\emptyset$ + math + sing.
The + student + plur + pres + must + take + $\emptyset$ + science + sing.

- #6. $\emptyset$ + Nell + sing + pres + have + finish + the + assignment + sing.
 $\emptyset$ + Nell + sing + past + turn + the + paper + sing + in.

#Here students have an opportunity to review what they know about particles. Elements like in in this sentence are really parts of the verb structure. When the sentence is made passive, in stays with the verb turn. But the ease with which we can move it to a position beyond NP², as it appears in this sentence, marks it as a particle.

7. The + girl + plur + past + take + $\emptyset$ + exercise + plur.
 #The + girl + plur + pres + Be + in the camp.
 The + girl + plur + past + have + $\emptyset$ + breakfast + sing.
 The + girl + plur + past + clean + up + the + bunk + plur.

#This sentence is the underlying string for the embedded element. The other strings underlie the coordinations. Up is a particle.

8. $\emptyset$ + I + sing + pres + be + ing + major + in + design + sing.
 The + design + sing + pres + Be + aeronautical.
 #The + unit + plur + pres + interest + $\emptyset$ + me + sing.
 The + unit + plur + pres + Be + $\emptyset$ + jet + sing.

#Good students may notice that the second part of this sentence is, in fact, a passive construction. The underlying string for the passive form would be

$\emptyset$ + I + sing + pres + Be + en + interest + in +
 $\emptyset$ + unit + plur.

It may be simpler to consider jet unit as the NP, since we have not talked about nouns used as adjectives.

9. The + man + sing + past + be + ing + peep + in + the + window + sing.
 The + man + sing + past + Be + outside.
 The + man + sing + past + notice + $\emptyset$ + me + sing + quick + ly.
 10. The + tank + sing + past + Be + empty + in + the + morning + sing.
 The + tank + sing + past + be + ing + stand + on + the + porch + sing.

Students might enjoy considering the structure of this sentence by comparing it with the nongrammatical sentence, The tank was empty in the morning and standing on the porch.

E, p. 40

Correction: Students should change the second sentence in #1 to "He is monitor."

1. Miss Kelly appointed (comp) him. } $\Rightarrow$ *Miss Kelly appointed
 He is monitor. } monitor him. $\Rightarrow$
 Miss Kelly appointed him monitor.

* ungrammatical intermediate step

2. The fertilizer turned (comp) the lawn. } $\Rightarrow$ *The fertilizer turned green the lawn. $\Rightarrow$
The lawn is green. The fertilizer turned the lawn green.
3. The accident caused (comp) me. } $\Rightarrow$ *The accident caused to be late me. $\Rightarrow$
I am late. The accident caused me to be late.
4. I found (comp) the speaker. } $\Rightarrow$ *I found dull the speaker. $\Rightarrow$
The speaker is dull. I found the speaker dull.
5. The hike made (comp) father. } $\Rightarrow$ *The hike made tired father. $\Rightarrow$
Father is tired. The hike made father tired.
6. I heard (comp) the telephone. } $\Rightarrow$ *I heard ringing the telephone. $\Rightarrow$
The telephone was ringing. I heard the telephone ringing.

E, p. 7

1. $\emptyset$ + I + sing + past + know + (comp) + $\emptyset$ + him + sing.
 $\emptyset$ + He + sing + pres + Be + honest.
2. The + driver + sing + past + make + (comp) + the + passenger + sing.
The + passenger + sing + pres + Be + angry.
3. $\emptyset$ + Joe + sing + pres + be + ing + paint + (comp) + the + car + sing.
 $\emptyset$ + Joe + sing + pres + have + a + car + sing.
The + car + sing + pres + Be + silver.
4. $\emptyset$ + Ellen + sing + pres + call + (comp) + the + fish + sing.
 $\emptyset$ + Ellen + sing + pres + have + a + fish + sing.
The + fish + sing + pres + Be + $\emptyset$ + Cleo + sing.
5. The + student + plur + past + elect + (comp) + $\emptyset$ + John + sing.
 $\emptyset$ + John + sing + pres + Be + $\emptyset$ + president + sing.
6. #NP + plur + past + discover + the + picket + plur.
The + picket + plur + past + be + ing + carry + $\emptyset$ + sign + plur.

#See note to item 14, p. 53.

(The result of the possessive embedding in #3 and #4 would give

$\emptyset$ Joe + sing + pres + be + ing + paint + (comp) + Joe's + car + sing.

and

$\emptyset$ Ellen + sing + pres + calls + (comp) + Ellen's + fish + sing.

These would, of course, require a rule to change Ellen's to her and Joe's to his. We haven't worked out such a rule.)

THE THAT-NOUN CLAUSE

Constructions which have traditionally been called noun clauses appear in many places in our language where nouns can also appear, but of course they do not appear freely in such positions. Sometimes introduced by that, sometimes by one of the wh-words, their presence is restricted by many factors. For instance they appear as direct objects of some, but not all, transitive verbs.

I know that you are going.
I knew where they were going.
I said that I would go.
He told her that he wouldn't go.
etc.

This unit for Language IV deals only with the so-called "expletive" constructions, such as

It is a shame that he drinks.
It is shameful that he drinks.
It annoys his wife that he drinks.

and their related noun-clause structures

That he drinks is a shame.
That he drinks is shameful.
That he drinks annoys his wife.

Although we have not written a specific Phrase Structure Rule to provide for the construction (because of complexities which need not be introduced at this time), NP can be rewritten as It + Comp when it occurs with certain kinds of VP ($NP \rightarrow It + Comp$). Hence strings like

$$It + Comp + Aux + Be + \begin{Bmatrix} NP \\ Adj \end{Bmatrix}$$

may be generated by the Phrase Structure component of the grammar. The student should be familiar with the notion of Comp by this time. The Comp holds the position for a source sentence which will be embedded. In fact all noun clauses are probably complements of an indefinite word (it, something, etc.). Notice that the source is unchanged upon being embedded except for the addition of that to introduce it. We might say $Comp \rightarrow that + S$.

$$\begin{matrix} It + Comp + is a shame \\ He drinks \end{matrix} \Rightarrow *It that he drinks is a shame.$$

Of course the result of this embedding transformation is an ungrammatical string. Either It must be removed from the string to produce

That he drinks is a shame.

or that he drinks must be moved to the end of the sentence to produce

It is a shame that he drinks.

The unit deals first with clauses embedded in sentences of the form

It + Comp + Aux + Be + Adj.

It becomes apparent that the adjective is important in whether or not such a sentence is grammatical. For instance, we say

but not It is true that she tells lies.
 *It is small that she tells lies.

The kind of adjective that can occur in sentences with this kind of noun clause can be designated as an abstract adjective (Adj_a).

The second kind of consumer dealt with in the unit is similar to the first, except that the Pr is a noun. Again the kind of noun is important. We say

but not It is an outrage that she tells lies.
 *It is a book that she tells lies.

We can call the kind of noun which will appear in such sentences an abstract noun. It should be pointed out that this is not the traditional distinction between abstract and concrete nouns, which was a semantic distinction. However, it seems generally true that the kind of noun which appears in these sentences represents a subclass of the kind which was traditionally called abstract. They seem to be, by and large, count nouns, whereas many of the traditional abstract nouns were mass--sincerity, hope, faith, etc. For the purposes of teaching this unit you will probably simply want to indicate that the nouns which appear with the noun clause are one kind of abstract noun. They can be tested by their ability to appear in such sentences.

There is another restriction on the consumer sentence of the form

It + that + S + Aux + Be + NP (where S is the source sentence).

Notice that we can't have

nor *It is the fact that he is a bum.
But we can have *That he is a bum is the fact.
 It is a fact that he is a bum.

The article before the noun is the important factor. Apparently the article appearing with the abstract noun must be the indefinite a(n). The definite article would be possible only if a restrictive clause accompanied the noun (That he is a bum is the fact I told you about.). Therefore the sentences which accept noun clauses must be limited to those in which the abstract noun is accompanied by an indefinite determiner.

It + that + S + Aux + Be + a(n) + N_a + sing.

(This rule is a minimal one. Other factors which we feel would simply cause confusion at this point also affect the appearance of this kind of noun clause. More advanced students might benefit from a discussion of why

and It was a surprise that he came.
 It was the surprise of a lifetime that he came.

are grammatical, and why

*It was the surprise that he came.

is not. It should be remembered that this is a knotty problem. We could, frankly, devote every unit of a very long curriculum to a discussion of the restrictions which determiners place on other constructions and vice versa.)

The third kind of consumer dealt with in the unit is another It + Comp sentence. This one is distinguished by the kind of transitive verb which requires an animate object--verbs like surprise, terrify, frighten, etc. We have designated them V_{tan}. Thus we can have

It + Comp + Aux + V_{tan} + T + N_a + sing
| | | | |
It + Comp + frightened the child.

The place of the Comp is filled by a noun clause introduced by that

*It that he was alone frightened the child.

Again the result is ungrammatical and either It must be removed or the noun clause must be moved to the end.

That he was alone frightened the child.
or It frightened the child that he was alone.

Occasionally some rather awkward constructions result from one or another of these transformations. We will not make the rules detailed enough to exclude this awkwardness at this time.

The tests for the various relevant subclasses of nouns, adjectives, and transitive verbs form an important part of this unit. As you see, they lead to a reformulation of the Phrase Structure rules for rewriting nouns, adjectives, and transitive verbs. We have not included the reformulated rules in the unit because they would seem to draw attention away from the main concerns of it, but if you have ambitious students, they may want to try to rewrite the rules.

Key to Exercises

There are a number of self-explanatory exercises built into the text of the unit to help the student develop an understanding of the concepts inductively. Those on pp. 41, 44, 45, and 49 are cases in point. We suggest that you work them out with the class, making sure that they draw the proper conclusions as you go along.

P.43

The diagram shows where the embedded source sentence appears. As we have mentioned before, it simplifies the grammar a good deal to introduce the symbol S in the Phrase Structure, and when the curriculum is revised we will rewrite the rules to include it at appropriate points. Until that time, however, this is one place where it should be easy for you to show your students how it fits in.

P.43

Sentences 3, 7, and 10, of course, will not accept noun clauses, which points up how the adjectives red, late, and large differ from the others.

P.45

You will need to make the point when your class is distinguishing between the sentences that will accept an embedded noun clause (2, 7, and 10) and those that won't that not every appearance of it is an It + Comp. Sometimes it is simply the neuter form of the personal pronoun. It requires a context (antecedent) but is not the same it as the indefinite one in It + Comp.

Exercise 1, p. 45

Answers will vary. The following are some possibilities:

- A. true, certain, doubtful, shameful, comforting, etc.
- B. a possibility, a hope, a shame, a theory, a fact, etc.

P.46

Some student may come up with a sentence like

It is the truth that he won the tournament.

which seems to be a special case contradicting the restriction of the article. Truth, indeed, does seem to be a special case, and we shouldn't let it upset the analysis. You can tell your students that for most cases the restriction holds. In fact, they can find out for themselves by experimenting with sentences. One thing this unit should do is to point up the extremely complicated nature of the noun system in English, and particularly of the determiners and the restrictions they place on other sentence elements.

Exercise 2, p. 46

1. It + Comp + was strange.
He came from Kansas.
2. It + Comp + is obvious.
He weighs too much.
3. It + Comp + is a catastrophe.
The house is sinking.
4. It + Comp + is certain.
He will finish.

5. It + Comp + is an assumption.
The cat is Siamese.
6. It + Comp + was a surprise.
She was on time.
7. It + Comp + is true.
The man is an expert.
8. It + Comp + was nice.
He could make the trip.

Exercise 3, p. 48 (Somehow the number of this exercise was omitted in the Student Version.)

1. It + Comp + pres + Be + Adj_a
*It + Comp + is doubtful
NP + pres + M + V_{in}
He will come
It + that + S + pres + Be + Adj_a
*It that he will come is doubtful.

Tdelete it

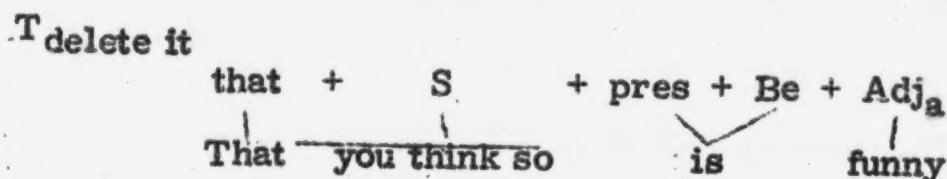
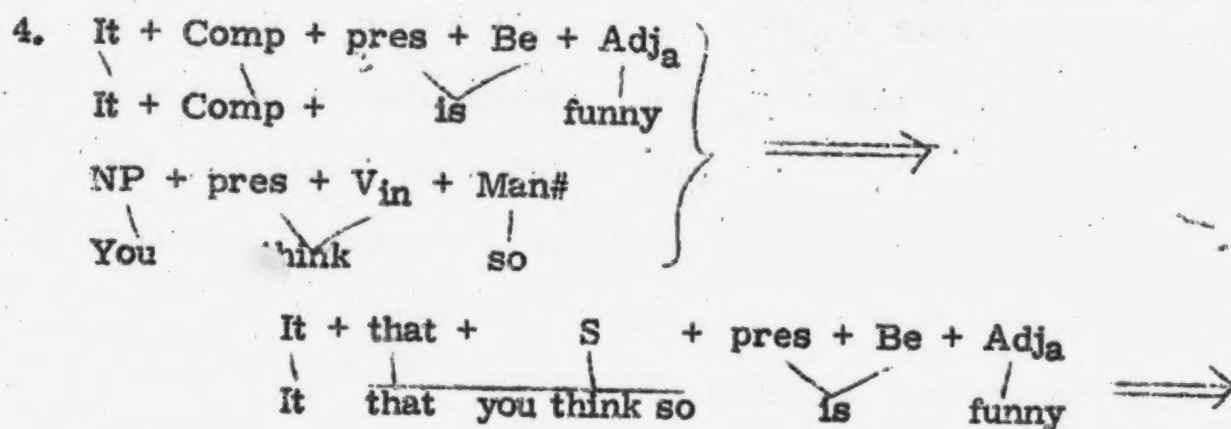
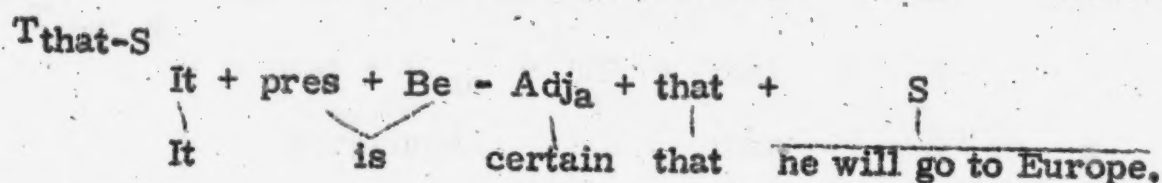
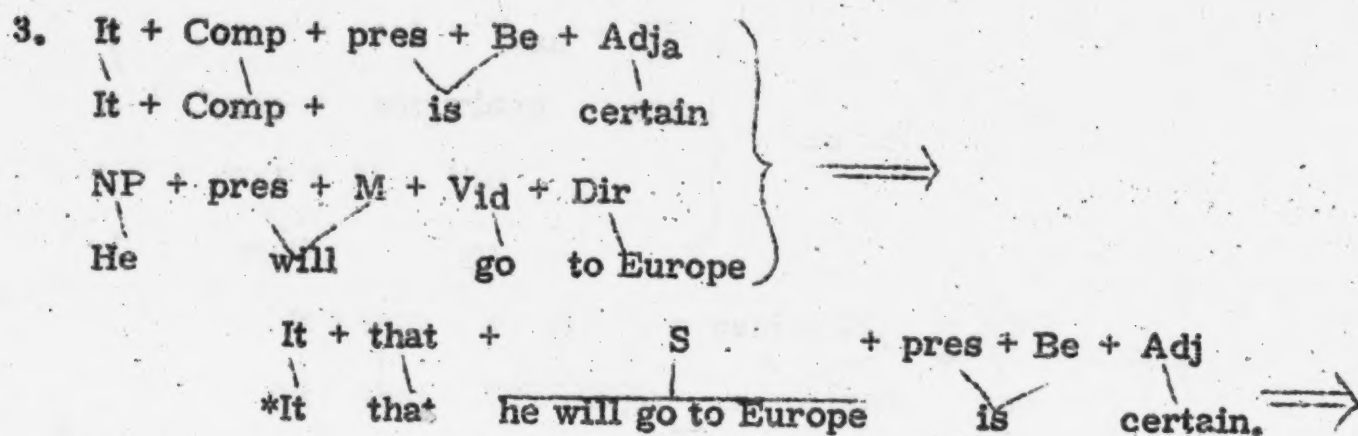
that + S + pres + Be + Adj_a
That he will come is doubtful.

2. It + Comp + pres + Be + a + N_a + sing
It + Comp is a fact
NP + pres + V_{in} + T_m
He cheats often
It + that + S + pres + Be + a + N_a + sing
*It that he cheats often is a fact

Tthat - S

It + pres + Be + a + N_a + sing + that + S
It is a fact that he cheats often

(An optional transformation will move often to a position in front of cheats. Your students have probably noticed that many adverbs move rather freely within the sentence. This is a stylistic matter, however, rather than a syntactic. The syntax accounts for their presence in the sentence in the position in which they are generated by the phrase structure.



(# So may or may not be a true manner adverb. In fact, as you have no doubt become aware, the whole class of constructions called manner adverbs presents many problems. They are obviously not all alike. There is room for further work in this area.)

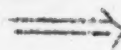
p. 49

The exercise in the text on this page should lead the student to identify those transitive verbs which take animate objects. They prove to be an interesting class of verbs, for as a class they have other things in common. They turn out to be the verbs from which adjectives can be derived--interesting, terrifying, etc.

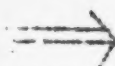
Exercise 4, p. 50 (The instructions should refer to the sentences on p. 49.)

This exercise simply gives more practice in analyzing the structure of sentences with embedded noun clauses. You may not want to assign all the sentences, or any of them. It will depend on your class and whether you feel the exercise is needed.

1. It + Comp + past + V_{tan} + NP
 It + Comp + surprised me
 NP + past + M + V_{in}
 I could go



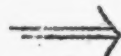
It + that + S + past + V_{tan} + NP
 *It that I could go surprised me



T_{that-S}

It + past + V_{tan} + NP + that + S
 It surprised me that I could go.

2. It + Comp + past + V_{tan} + T + N_{an} + sing
 It + Comp + astonished the child



NP + past + be + ing + V_{in}
 The top was spinning

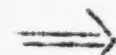
It + that + S + past + V_{tan} + T + N_{an} + sing
 It that the top was spinning astonished the child



T_{it} delete

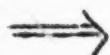
that + S + past + V_{tan} + T + N_{an} + sing
 That the top was spinning astonished the child

3. It + Comp + past + V_{tan} + T + N_{an} + sing
 It + Comp + terrified the woman



NP + past + Be + Loc
 She was in the dark

It + that + S + past + V_{tan} + T + N_{an} + sing
 It that she was in the dark terrified the woman



T_{that-S}

It + past + V_{tan} + T + N_{an} + sing + that + S
 It terrified the woman that she was in the dark

*(It seems more natural to move the that-S clause, but either is optional. Your students may do it either way.)

4. It + Comp + past + V_{tan} + T + N_{an} + sing
 It + Comp + pleased + the + monkey
 NP + past + V_{tr} + NP
 He found the bananas.

It + that + S + past + V_{tan} + T + N_{an} + sing
 It that he found the bananas pleased the monkey

T_{that-S}

It + past + V_{tan} + T + N_{an} + sing + that + S
 It pleased the monkey that he found the bananas.

5. It + Comp + past + V_{tan} + T + N_{an} + sing
 It + Comp + frightened + the + dog
 NP + past + V_{tprep} + Prep + NP
 The stranger yelled at him.

It + that + S + past + V_{tan} + T + N_{an} + sing
 *It that the stranger yelled at him frightened the dog

T_{that-S}

It + past + V_{tan} + T + N_{an} + sing + that + S
 It frightened the dog that the stranger yelled at him

6. It + Comp + past + V_{tan} + T + N_{an} + sing
 It + Comp + delighted + the + baby
 NP + past + M + V_{in}
 He could swing.

It + that + S + past + V_{tan} + T + N_{an} + sing
 *It + that he could swing delighted the baby.

T_{delete - it}

that + S + past + V_{tan} + T + N_{an} + sing
 That he could swing delighted the baby.

Projects for curious students, p. 51

Noun clauses are far more complex than one might think, and we have dealt with only one kind in this unit, those that appear as complements in certain It + Comp constructions. However, there are many possibilities for discussing other kinds. This can be done without attempting to formalize rules dealing with them. Perhaps your students would like to try to explain some of the complications.

1. The first problem concerns sentences of the form

$$\begin{array}{ccccccc} \text{The} + N_a + \text{sing} + \text{Aux} + \text{Be} + \text{that} + & S \\ | & \swarrow \quad \searrow & \swarrow \quad \searrow & | & | \\ \text{The} & \text{fact} & \text{is} & \text{that} & \text{he is a fool.} \end{array}$$

When the abstract noun appears in the NP position it seems to require the definite article. Students may conjecture that the noun clause comes in as a complement of it this time in the Pr position, and that then the it is deleted. (The fact is it + Comp.)

2. Students should be able to discover that in sentences of the form

$T + N_a + \text{sing} + \text{Aux} + \text{Be} + \text{Adj}$

the adjectives seem to be abstract adjectives. Thus we have

The idea is obvious
but not
The idea is red.

3. Not all clauses beginning with that are noun clauses. Some are relative clauses. It should be profitable for students to try to find out how to identify each. Looking at the structure of the underlying kernels should give the answer. When the clause is a relative clause, the that has actually replaced an NP of the embedded kernel. When it is a noun clause the that has been added in a position before the entire embedded sentence.
4. Problem 4 should reveal the fact that sentences with linking verbs also accept noun clauses as complements of It.

That he was tired seemed obvious.
It became clear that he wasn't coming.

We haven't included a problem about the kinds of verbs which take noun clauses as direct objects, such as those at the beginning of the unit. You might like to assign this problem to some students. Perhaps they could discover the kinds of verbs which will accept this kind of object.

THE IMPERATIVE

This unit, which really builds on the units on questions and the negative of Language III, is concerned with analyzing the underlying structure of imperatives like

Go home.

Don't go home.

Though this structure turns out to be far more complex than was ever indicated in the simple traditional explanation that such sentences contain an "understood" subject, it offers an excellent opportunity to illustrate to the student the difference between surface structure and underlying structure. Perhaps better than many of the constructions which we have studied, it gives him an opportunity to actually find out logically how he "knows" the underlying structure, though he may never have been aware of it before. It presents an opportunity, also, to show that questions and imperatives have, at the beginning, the same derivational history. That is, at the outset they both go through T_Q. It is such generalizations about the relations that exist in the language that we are looking for to explain the creative aspect of language--that which enables humans to create new sentences and to understand those they have never heard before.

The kernels underlying imperatives can be shown to contain both you and will. The only self-words (reflexive pronouns such as himself, myself, etc.) which are grammatical in imperatives are yourself and yourselves. This fact points directly to you (singular or plural) as the "understood" subject NP. The fact that when a tag question is formed for an imperative it contains present + will demonstrates that the underlying kernel also contains these constituents.

Get going, won't you?

or

Get going, will you?

The derivation of negative imperatives involves four steps, the derivation of positives, three.

1. The first step in the derivation of either a positive or a negative imperative is the inversion of NP¹ with pres + will. Since this operation is identical to the yes-no question inversion, T_Q, the same transformation can obviously be used by simply making it apply obligatorily to sentences containing Imp as well as Q. This, of course, involves adding Imp to the first Phrase Structure Rule. Since a sentence will be either imperative or a question, but not both at the same time, the symbols must be placed in brackets. And since either is optional, they will be placed in parentheses.

S

$\left(\begin{array}{c} Q \\ \text{Imp} \end{array} \right)$

(Neg) NP + VP

Written this way, the rule indicates that imperatives and questions may also be negative. It shows that when we find an imperative sentence we know that in the underlying structure imperative was chosen as the direction the sentence would go. Once chosen, Imp then triggers the imperative transformation, the first step of which-- as for Q--is the T_Q transformation.

Imp + pres + will (not) + you + Verb. . .

2. The second step in the derivation of either positive or negative imperatives is to delete will. Present is not deleted, as we discover when it becomes necessary to add do in the negative imperative. Do is added when there is an unattached tense; hence, the tense must have remained. The deletion of will leaves

Imp + pres + (not) + you + Verb. . .

In this form, with the unattached tense, this is not a string which will result in a grammatical sentence. Other steps are necessary.

3. The third step in the derivation is the deletion of you. Notice that we are not, in this unit, dealing with such imperatives as You go home, or Don't you go home. In a larger and more complete presentation this $T_{\text{delete you}}$ step would be optional. We have decided not to complicate the explanation with this option at this time. An interesting complication arises in negative imperatives with undeleted you: *Do not you go home, must be contracted to Don't you go home. Contraction is obligatory whenever a negative appears before an NP¹:
Does not he do that? $\Rightarrow$ Doesn't he do that?, etc.

4. In the class of positive imperatives that we have chosen to deal with in the unit, do does not appear. It is not necessary because with the deletion of you we are left with

pres + Verb. . .

which will produce

Go home
Close the door,
etc.

However, if the string contains a negative

pres + not + Verb. . .

it becomes necessary to add do-support, which gives us

pres + do + not + Verb. . .
Do not go home

which is usually contracted: Don't go home.

There is a class of positive imperatives which contain do, (Do go home., Do stay.) where do is stressed for emphasis. We have not discussed what the addition of emphasis does to a sentence, and won't here in order not to complicate the unit, but it can be accounted for sometime in the future. It seems to have the effect of separating tense from its verb and requires, then, do-support.

The students' unit reveals the rather complicated structure underlying imperative sentences by giving proof of something that students know but have perhaps never thought about--that you is the understood subject of the imperative. The most important thing for students to discover is the underlying structure of a kind of sentence they use frequently. They will also discover the basic relationship between positive and negative imperatives and the relationship between imperatives and questions.

Exercise 1, p. 53:

This exercise is actually the first step in developing the proof that you is the deleted NP in an imperative sentence.

The boy	# himself
The girl	herself
The people	# themselves
You	yourself
I	myself
He	# himself
She	herself
They	# themselves
We	ourselves

.(Some students might enjoy a more comprehensive examination of reflexives. Possibly they could account for the Vulgate hissself and theirselves if they note that the Standard myself, ourselves, yourself, and herself are the result of combining the possessives my, our, your, and her with self or selves.)

Pages 53-54:

The discussion on these pages outlines the underlying structure of the VP in imperative sentences and points up the similarities between negative and positive imperatives.

Exercise 2, p. 54:

This exercise is designed to prepare students for the notion of the negative tag question.

is	isn't
can	can't
will	won't
must	mustn't
should	shouldn't
would	wouldn't
have	haven't

Exercise 3, pp. 54-55:

For most speakers of English, the tag question for a positive statement will generally be a negative. And, conversely, if the original sentence is negative, the tag question will probably be positive (You didn't complete the assignment, did you?) Occasionally, as noted earlier, the tag question may omit the negative element after a positive statement (Shut the door, will you?).

1. NP + pres + M + Verb

He should go

He should go, shouldn't he?

2. NP + pres + M + neg + Verb

He shouldn't go

He shouldn't go, should he?

3. NP + pres + M + Verb

He would go

He would go, wouldn't he?

4. NP + pres + M + neg + Verb

He wouldn't go

He wouldn't go, would he?

5. NP + pres + M + Be + Loc

You will be there

You will be there, won't you?

6. NP + pres + M + neg + Be + Loc

You won't be there

You won't be there, will you?

7. NP + pres + have + en + be + ing + Verb

He has been going

He has been going, hasn't he?

8. NP + pres + have + neg + en + be + ing + Verb
 He hasn't been going

He ~~hasn't~~ been going, has he?

9. NP + pres + M + Verb + Loc
 We can come to the party.

We can come to the party, can't we?

10. NP + pres + M + neg + Verb + Loc
 We can't come to the party

We can't come to the party, can we?

11. NP + pres + be + ing + Verb
 They are coming

They are coming, aren't they?

12. NP + pres + be + neg + ing + Verb
 They aren't coming

They aren't coming, are they?

Exercise 4, p.55:

In this exercise students are asked to write tag questions for imperative sentences in order to help them answer the discussion questions that follow. These answers should in turn lead students to the generalizations stated at the bottom of page 55.

Students may disagree about the form of the imperative tag question. This is relatively unimportant at this point because the main concern of this unit is to show students that you + pres + will is the underlying structure of all imperatives, both negative and positive.

- Get out of here, won't you? (or will you?)
 Move over, won't you? (or will you?)
 Put your pencil on the desk, won't you? (or will you?)
 Go home, won't you? (or will you?)
 Open the window, won't you? (or will you?)

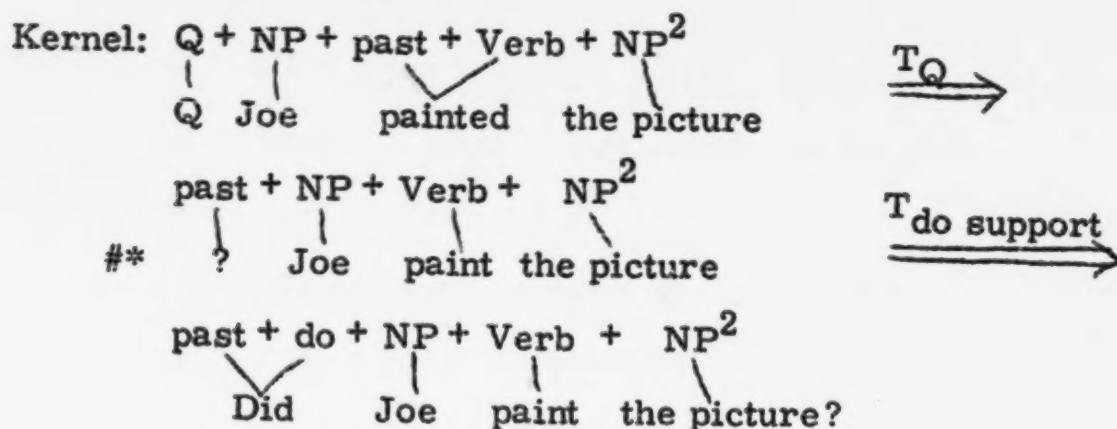
Page 56:

This discussion furthers the idea that because negative and positive imperative sentences have the same underlying structure, we cannot simply delete NP + tns + will in order to form the imperative. We hope this will lead students to see that the same rule accounts for both kinds of imperatives.

Exercise 5, p. 57:

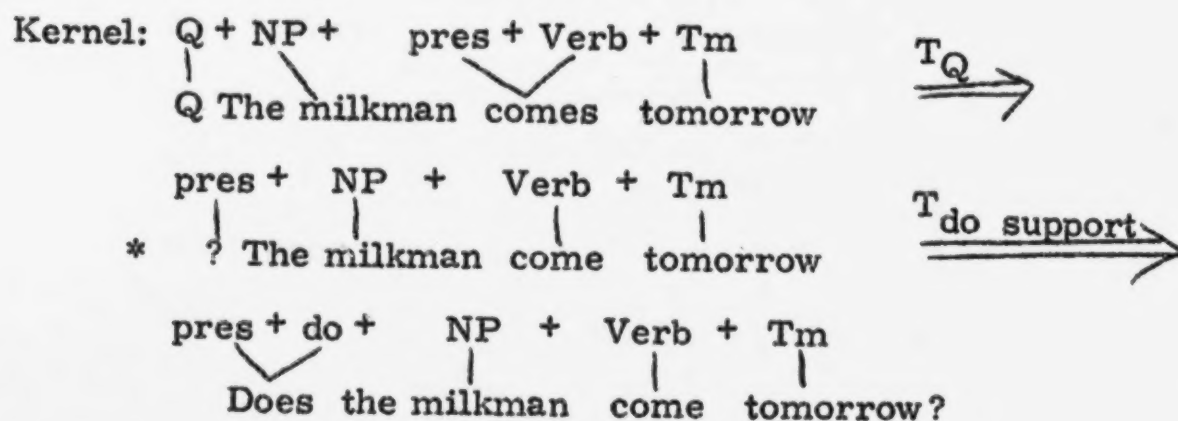
This exercise provides a review of the negative and question transformations which require do-support in anticipation of the idea that we can account for the negative imperative in a similar manner. It may be necessary to spend some time in reviewing these two transformations if it has been a long time since your students studied them.

1. Did Joe paint the picture?

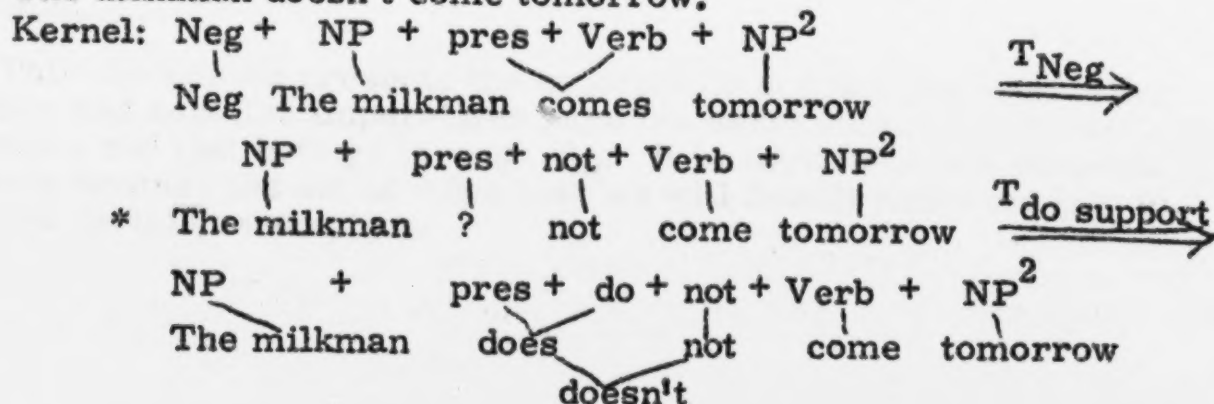


(#When tns moves to the initial position in T_Q , the verb, of course, reverts to the lexical form and results in a non-sentence.)

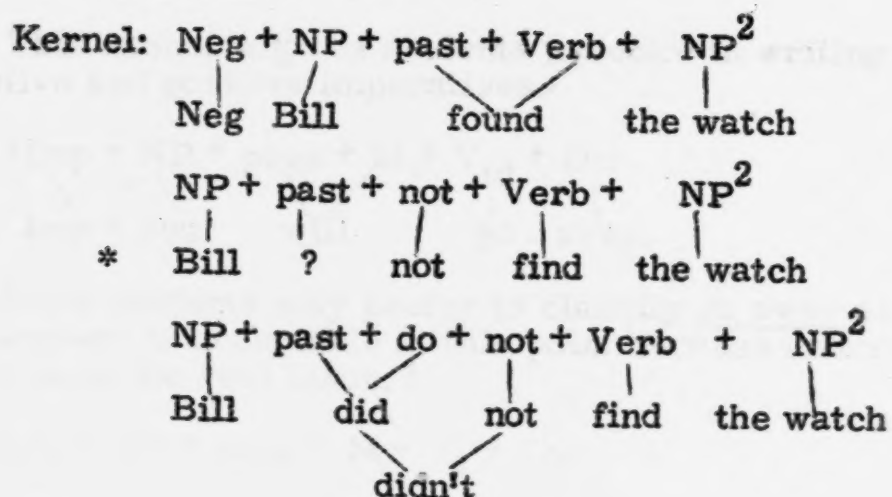
2. Does the milkman come tomorrow?



3. The milkman doesn't come tomorrow.



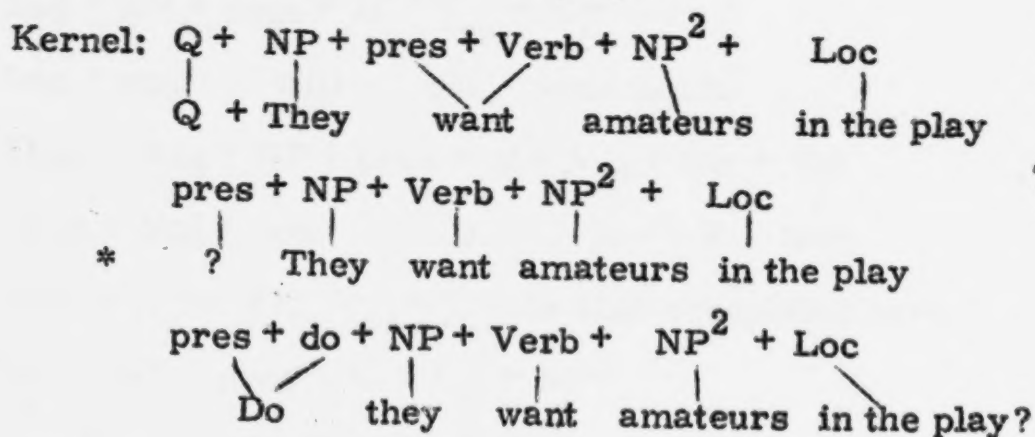
4. Bill didn't find the watch.



TNeg →

Tdo support →

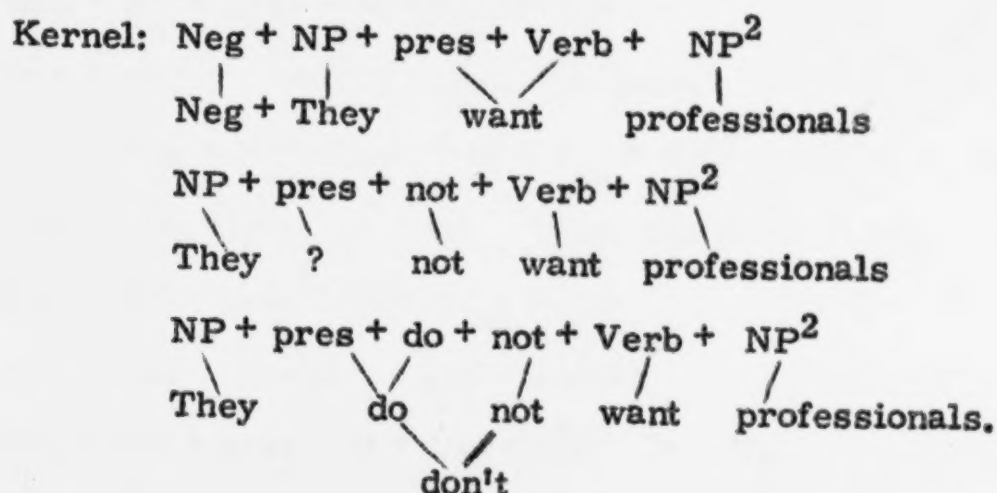
5. Do they want amateurs in the play?



TQ →

Tdo support →

6. They don't want professionals.



TNeg →

Tdo support →

Pages 57-59

This discussion presents the evidence to support the notion that positive and negative imperatives have the same underlying kernel structure and that both go through T_Q. It is important that students see this because the set of rules that we will finally write for Imp (p. 61) is based on this assumption.

Exercise 6, p.62 :

This exercise gives students practice in writing strings underlying negative and positive imperatives.

1. #Imp + NP + pres + M + V_{id} + Dir
 Imp + you will go away.
- # (Some students may prefer to classify go away as V_{in} + Loc. Either answer is acceptable at this point because understanding the imperative is the real issue.)
2. Imp + NP + pres + M + V_i + Loc
 Imp + you will stand back.
3. Imp + NP + pres + M + V_{tr} + NP²
 Imp + you will eat your lunch.
4. #Imp + Neg + NP + pres + M + V_{id} + Dir + Tm
 Imp + Neg + you will go out late.
- # (See note for #1. V_{in} + Loc is also acceptable here.)
5. Imp + NP + pres + M + V_{tr} + NP²
 Imp + you will roll that barrel.
6. Imp + NP + pres + M + V_{tr} + NP²
 Imp + you will open the door.
7. Imp + Neg + NP + pres + M + V_{tr} + NP²
 Imp + Neg + you will open the door.
8. Imp + NP + pres + M + V_{lnk} + Adj
 Imp + you will get smart.
9. Imp + NP + pres + M + V_{tr} + NP² + Tm
 Imp + you will do that problem last.
10. Imp + NP + pres + M + V_{in} + Loc
 # Imp + you will stay put.

Put is actually a kind of adjective derived from the verb put. In this case it probably comes from a passive source sentence, such as You have been put there (by someone). (You will stay where you have been put.) Through deletion, put remains then as an embedded element in the Pr position after stay.

Ex. 7, p. 62:

A. 1. Imp + NP + pres + M + V_{tr} + NP²
 Imp + you will close your books
 pres + M + NP + V_{tr} + NP²
 Will you close your books
 pres + NP + V_{tr} + NP²
 pres + you close your books
 pres + V_{tr} + NP²
 Close your books.

T_Q →

T_{delete will} →

T_{delete you} →

2. Imp + NP + pres + M + V_{tr} + NP²
 Imp + you will block that kick
 pres + M + NP + V_{tr} + NP²
 Will you block that kick
 pres + NP + V_{tr} + NP²
 pres + you block that kick
 pres + V_{tr} + NP²
 Block that kick.

T_Q →

T_{delete will} →

T_{delete you} →

3. Imp + NP + pres + M + V_{tr} + NP²
 Imp + you will find your partner
 pres + M + NP + V_{tr} + NP²
 Will you find your partner
 pres + NP + V_{tr} + NP²
 pres + you find your partner
 pres + V_{tr} + NP²
 Find your partner.

T_Q →

T_{delete will} →

T_{delete you} →

4. Imp + Neg + NP + pres + M + V_{tr} + NP²
 Imp + Neg + you will forget ice cream
 Imp + NP + pres + M + not + V_{tr} + NP²
 Imp + you will not forget ice cream
 Imp + pres + M + (not) + NP + V_{tr} + NP²
 Imp + Will (not) you forget ice cream
 Imp + NP + pres + not + V_{tr} + NP²
 Imp + you + ? + not forget ice cream
 Imp + pres + not + V_{tr} + NP²
 Imp + ? + not forget ice cream
 pres + do + not + V_{tr} + NP²
 Do not forget ice cream.
 Don't

T_{Neg} →

T_Q →

T_{will} delete →

T_{you} delete →

T_{do} support →

5. Imp + Neg + NP + pres + M + V_{tr} + NP²
 Imp + Neg + you will pick a fight
 Imp + NP + pres + M + not + V_{tr} + NP²
 Imp + you will not pick a fight
 Imp + pres + M + (not) + NP + V_{tr} + NP²
 Imp + Will (not) you pick a fight
 Imp + NP + pres + not + V_{tr} + NP²
 Imp + you + ? + not pick a fight
 Imp + pres + not + V_{tr} + NP²
 Imp ? not pick a fight
 pres + do + not + V_{tr} + NP²
 Do not pick a fight
 Don't

T_{Neg} →

T_Q →

T_{will} delete →

T_{you} delete →

T_{do} support →

B. 1. Q + Neg + NP + pres + be + ing + V_i + T_m
 Q + Neg + you are coming tomorrow

$\xRightarrow{T_{Neg}}$

Q + NP + pres + be + not + ing + V_i + T_m
 Q + you are not coming tomorrow

$\xRightarrow{T_Q}$

pres + be + not + NP + ing + V_i + T_m
 Are not you coming tomorrow
 Aren't

2. # Q + Neg + NP + past + V_{tr} + NP²
 Q + Neg + you heard the assignment

$\xRightarrow{T_{Neg}}$

Q + NP + past + not + V_{tr} + NP²
 Q + you + ? + not hear the assignment

$\xRightarrow{T_Q}$

past + not + NP + V_{tr} + NP²
 ? not you hear the assignment

$\xRightarrow{T_{do\ support}}$

past + do + not + NP + V_{tr} + NP²
 Did not you hear the assignment
 Didn't

#In order to let one set of rules account for several transformations and to establish an order in transformations, we add do-support after T_Q rather than after Neg. In fact we place it last in the order of transformations, so that it will have to be written only once.

3. Imp + NP + pres + M + V_{lac} + Loc + Man
 Imp + you will remain in your seats quietly

$\xRightarrow{T_Q}$

Imp + pres + M + NP + V_{lac} + Loc + Man
 Imp will you remain in your seats quietly

$\xRightarrow{T_{will\ delete}}$

Imp + NP + pres + V_{lac} + Loc + Man
 Imp you remain in your seats quietly

$\xRightarrow{T_{you\ delete}}$

pres + V_{lac} + Loc + Man
 Remain in your seats quietly.

#Students may classify this verb as V_{lnk} or V_{lac}.

4. Neg + NP + past + V_{tr} + NP²
 Neg + Aunt Mary bought the tickets

T_{Neg} →

NP + past + not + V_{tr} + NP²
 Aunt Mary +? + not buy the tickets

T_{do support} →

NP + past + do + not + V_{tr} + NP²
 Aunt Mary did not buy the tickets.
 didn't

5. Imp + Neg + NP + pres + M + V_i + Loc
 Imp + Neg + you will write on the desks

T_{Neg} →

Imp + NP + pres + M + not + V_i + Loc
 Imp + you will not write on the desks

T_Q →

Imp + pres + M + (not) + NP + V_i + Loc
 Imp + will (not) you write on the desks

T_{will delete} →

Imp + NP + pres + not + V_i + Loc
 Imp you ? not write on the desks

T_{you delete} →

Imp + pres + not + V_i + Loc
 Imp ? not write on the desks

T_{do support} →

pres + do + not + V_i + Loc
 Do not write on the desks.
 Don't